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ABSTRACT

Evaluation was made of the first year of a project to expand and improve existing career education program components in Great Falls (Montana) public schools using Experience Based Career Education (EBCE). Six major goals in developing procedures leading to full implementation of EBCE strategies addressed were data based implementation, improvement strategies, guidance and career decision making, placement and follow-up, basic skills, and management. Evaluation data were obtained from three standardized tests, several locally developed instruments, and numerous elements of record data. Major evaluation findings included the following: New offerings in vocational education and cooperative work experience were added to the curriculum; a Work Experience and Career Education Program (WECEP) was adapted and tested; decision criteria were established for adapting EBCE strategies for use within the district and successfully used in developing a new career exploration course; definitive baselines were established for assessing future project effects; and the project successfully explored several new areas for continued activity such as the Executive Internship and the Guidance Information System. (Appendixes contain program proposals, evaluation instruments, and materials.) (TA)

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ED151507

FIRST INTERIM REPORT

Project Number 502AH60053
Grant Number G08-76-00212

Entity Number 1-816000120-A2

An Exemplary Career Education Program in the Great Falls Public Schools (K-14)

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

BEST COPY AVAILABLE

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational and Technical Education, Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Frances Jackson

Great Falls Public Schools
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November 30, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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OE 0141188

REPORTING PERIOD

This reporting period extends from
September 1, 1976 to August 31, 1977

Signature of Project Director

November 30, 1977
Date

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PREFACE

The development of a Career Education program has been a challenging and rewarding experience. Materials, guidelines and advice provided by the United States Office of Education, Regional Program Officers and Dr. Kenneth Hoyt have been invaluable to the project staff.

A special thanks is in order for Dr. Frank G. Nelson, Educational Management Corporation (Salem, Oregon). His experience and expertise in management practices and evaluation techniques, as well as his reporting skill, have provided the technical assistance so vitally necessary for successful implementation.

Frances Jackson
Project Director

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SUMMARY OF THE REPORT

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I. SUMMARY OF THE REPORT

A. Time Period Covered By This Report

September 1, 1976 to August 31, 1977

B. Goals Of The Project

1. Implement career, vocational and work experience programs which are based upon identified manpower needs and student career interests.
2. Improve existing programs by incorporating selected elements of an Experience Based Career Education model.
3. Implement a guidance and counseling program which (1) is free of sex bias; (2) exposes students to a wide range of careers; and (3) broadens their occupational aspirations.
4. Develop a placement system for exploration and their transition from school to work and/or further training and education.
5. Improve student performance in basic skills and specified areas of career development which increase their adaptability and employability.

C. Accomplishments

- New course offerings have been added to the curriculum which expand student opportunities for career exploration and career preparation.
- A Work Experience Career Education Program has been pilot tested.

- Career exploration opportunities for students have been expanded both in existing courses and in a new program.
- There is an increased involvement of employers, parents, community agencies and other government agencies in the school career education program.
- Employers, counselors, parents and teachers knowledge of EBCE has been increased through project training efforts.
- Criteria for the review of materials to identify sex bias and sex role stereotyping have been developed and applied on a trial basis.
- A variety of materials have been published by the project, two of which have been included in ERIC.

D. Evaluation Findings

The project generally met or exceeded all expected outcomes for this first year.

Major evaluation findings are:

1. Four new offerings in vocational education and cooperative work experience have been added to the curriculum.
2. A WECEP program has been adapted to the Great Falls setting and successfully tested.
3. Decision criteria have been established for adapting EBCE strategies for use within the district and successfully used in developing a new Career Exploration course.

4. Procedures for integrating EBCE strategies into a career exploration unit nested within an existing course have been developed and successfully tested.
5. Definitive baselines have been established for assessing future project effects in basic skills, sex stereotyping, placement and student career decision making.
6. The project has successfully explored several new areas for continued activity such as an Executive Internship and the Guidance Information System.

E. Conclusions And Recommendations

Conclusions

1. The project encountered a number of problems. Two of them, insurance and transportation were not fully resolved. It is not likely that this is idiosyncratic to Great Falls and should probably receive some attention at the national level.
2. Insertion of an EBCE program into an operating school district has proven difficult. Staff are acquiring considerable expertise in knowing where to attempt integration and how to proceed.
3. The success experienced by the project has caused a type of problem which is not unwelcome--but troublesome. Staff have been asked by District administrators to assume responsibility for an increasing number of vocational and career education activities; i.e., Project Director is now also the Supervisor for Career and

Vocational Education. This has given staff greater visibility, increased decision responsibility and much more work. Staff resources are currently strained.

4. Finally, the project has determined that integration of new concepts or new programs is best accomplished through a precisely targeted activity--much as a satellite is launched through a window in space. Therefore, future activities will focus on specific EBCE components, working with each until they are fully integrated into the existing curriculum.

Recommendations

1. Focus on improvement and expansion.
2. Establish/derive criteria for successful EBCE components.
3. Exercise district newly acquired computer capabilities.
4. Concentrate on relevant/meaningful placement for EBCE purposes.
5. Determine what kind of basic skill outcomes are appropriate for this project.

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BODY OF THE REPORT

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II. BODY OF THE REPORT

A. Accomplishments

1. Problem Addressed

During the past several years, the Great Falls Public Schools have supported an extensive development effort in Career Education. These activities resulted in a staff development program of proven value; in the establishment of an effective Community Resource Center; and in many other components for an effective Career Education Program. But they have remained as isolated components of a program due to the lack of an appropriate focus for their widespread adoption by District staff.

The consequence, and problem addressed by this project, was that improvements in the Career Education Program were fragmented. These conditions prevented full attainment of the potential which could be realized through a concentrated, and coordinated, program.

Through adoption of an Experience Based Career Education model as the focus for the program it was felt that necessary and sufficient conditions could be created to stimulate improvement in the total program. Such conditions, in addition to the requirements of a specific Experience Based Career Education model, include:

a. adequate staff training to ensure instructor capability to exercise the total program;

b. methodologies for close supervision which ensure that students are not exploited;

c. employer orientation and instruction;

d. parent involvement;

e. appropriate legal and regulatory conditions; and

f. provision of adequate safeguards for students, teachers, community participants, and parents.

Several types of evidence serve to substantiate the need for an implementation and/or integration focus. Many students, for example, lack the necessary prerequisite skills for entry into vocational education programs. Over 400 high school students have jobs but are not enrolled in a program of career guidance. The importance of coordinating work with school programs and supervision in the work setting were clearly demonstrated in an earlier career education evaluation report.

Various other indications pointed to the need for a comprehensive Experience Based Career Exploration (EBCE) program. These included:

- inadequate career counseling for students and insufficient employer orientation and training.
- ineffectual career counseling by school counselors.

- variance in student selection and placement procedures used by work coordinators.
- students who left school prior to graduation found little satisfaction in work; had difficulty obtaining work due to a lack of experience in seeking work; and were unsure of their career goals.

The problem addressed in this project was substantiated both by evaluation data from previous activities in Great Falls and by the theoretical requirements for adoption of complex innovations.

2. Project Objectives

The general intent of the project is to increase student abilities in career related areas through involvement in an Experience Based Career Education program. This focus has required the development of criteria for selecting EBCE components appropriate to the Great Falls public school context and procedures to implement those components.

Project activities were organized into six goal areas, each of which included a number of specific objectives. These goal areas, and their associated objectives, were:

1. Data Based Implementation of EBCE

1.1 Add three new course offerings in vocational education.

1.2 Design an implementation procedure for a Work Experience Career Education Program and an Executive Internship Program.

2. Improvement of existing programs through the adoption of EBCE Components

2.1 Increase the number of available exploration and training sites.

2.2 Select and implement relevant components of EBCE models.

2.3 Conduct training necessary to implement an EBCE system.

3. Guidance and Career Decision-Making

3.1 Decrease the incidence of sex stereotyping in career counseling.

3.2 Design and conduct training necessary to remediate current practices of sex bias and sex stereotyping.

4. Placement and Follow-Up

4.1 Develop a placement system for an EBCE system which insures congruence between employer needs and student career goals.

4.2 Conduct those student follow-up studies necessary to provide management information.

5. Student Outcomes

   5.1 Improve basic skills.

   5.2 Increase student self awareness.

   5.3 Improve student career awareness.

   5.4 Enlightened career exploration by students.

   5.5 Increase student technical skills and their ability to adapt those skills to varying work situations.

6. Management and Evaluation

   6.1 Prepare the school settings for adaption of EBCE components.

   6.2 Employ a staffing pattern which will support implementation of an EBCE system.

   6.3 Employ business procedures necessary for efficient and cost-effective project management.

   6.4 Design and maintain public relations necessary for the implementation of an EBCE system.

   6.5 Disseminate products and procedures resulting from project activities.

   6.6 Conduct an evaluation of the project.

3. Summary Of Accomplishments

The focus of this project has been preparation of the context for implementation of an EBCE system. In effect, this requires the adoption of a new philosophy for the entire school system.

The proposal cited the types of problems which were expected in attempting to implement a program of broad consequences. Many of the expected problems were encountered. For example, adoption of EBCE procedures has proven to be highly contingent upon a teacher's willingness to employ relevant strategies. Their willingness, in turn, is dependent upon their knowledge of EBCE, the extent to which support is available for using EBCE methodologies, and the benefits to students which they can perceive.

As noted in the proposal, there is an important interaction between the complexity of an innovation and the degree of difficulty which can be expected in effecting its adoption. For example, "things" or "information" are easier to cope with--for individuals and institutions--than are changes in practice, attitudes or values. But "things" and "information" have little effect on the outcomes of schooling.

Since the intent of the project was to change the outcomes of schooling, it became necessary to identify and use the most effective combination of social technologies which could ultimately lead to the desired outcomes. The strategy of choice was predicated upon establishing the necessary knowledge base, identification and remediation of contextual constraints to adoption, establishing the necessary preconditions for implementation, conducting pilot tests of critical components, and generalizing from the pilot tests.

Using this general procedure, the following accomplishments were attained in each goal area:

Goal 1: Data Based Implementation

- Model office program started.
- Agribusiness program expanded.
- Cooperative work experience programs in Food Services and Child Development started.
- On-going evaluation of career-related IMC materials initiated.
- Implementation of the Guidance Information System on a trial basis.
- EBCE materials adapted for use in the WECEP program.

Goal 2: Improvement Strategies

- Tested EBCE program started in Consumer Economics class.
- Full semester class in Career Exploration added to the curriculum.
- EBCE models analyzed and components selected for use through application of specially developed criteria.
- Employer seminars conducted.
- Teachers trained in federal guidelines for vocational education.

Goal 3: Guidance and Career Decision-Making

- Workshop for counselors prepared in cooperation with the Bureau of Apprenticeship Training.
- Numerous materials were analyzed to identify classes of sex role stereotyping.
- Elementary teachers were assisted in a review of materials and strategies to identify sex stereotyping.
- Assisted vocational teachers to review and/or revise existing curricula to eliminate sex bias or sex role stereotyping.

Goal 4: Placement And Follow-Up

- Expanded Community Resource Center.
- Investigated computerized techniques for ensuring congruence between student placement and student interests.
- Expanded operations of Career Information Centers which had demonstrated effectiveness.

Goal 5: Student Outcomes

- Outcomes sought in relation to this goal interact directly with outcomes in each of the other goal areas. Outcomes attained are listed in the other goal areas.

Goal 6: Management and Evaluation

- The home economics curriculum in grades 7, 8, and 9 and the vocational education curriculum were analyzed to identify existing and needed components for an EBCE program. Additionally, the seventh grade social studies curriculum was analyzed in an effort to identify career education components and points for possible inclusion of EBCE strategies.

- Long-range vocational education plans were prepared and submitted.
- Plans were completed for integrating metric and vocational education.
- Community education plan was reviewed for possible integration of EBCE strategies.
- Project staffing and staff development activities completed satisfactorily.

B. Major Activities

1. General Project Design

The general project intent has been to expand and improve existing career education program components, using EBCE as the focus for expansion and improvement. Program expansion has been defined as adding procedures and/or activities which would provide students with new opportunities. New activities in child development and food services are examples of program expansion.

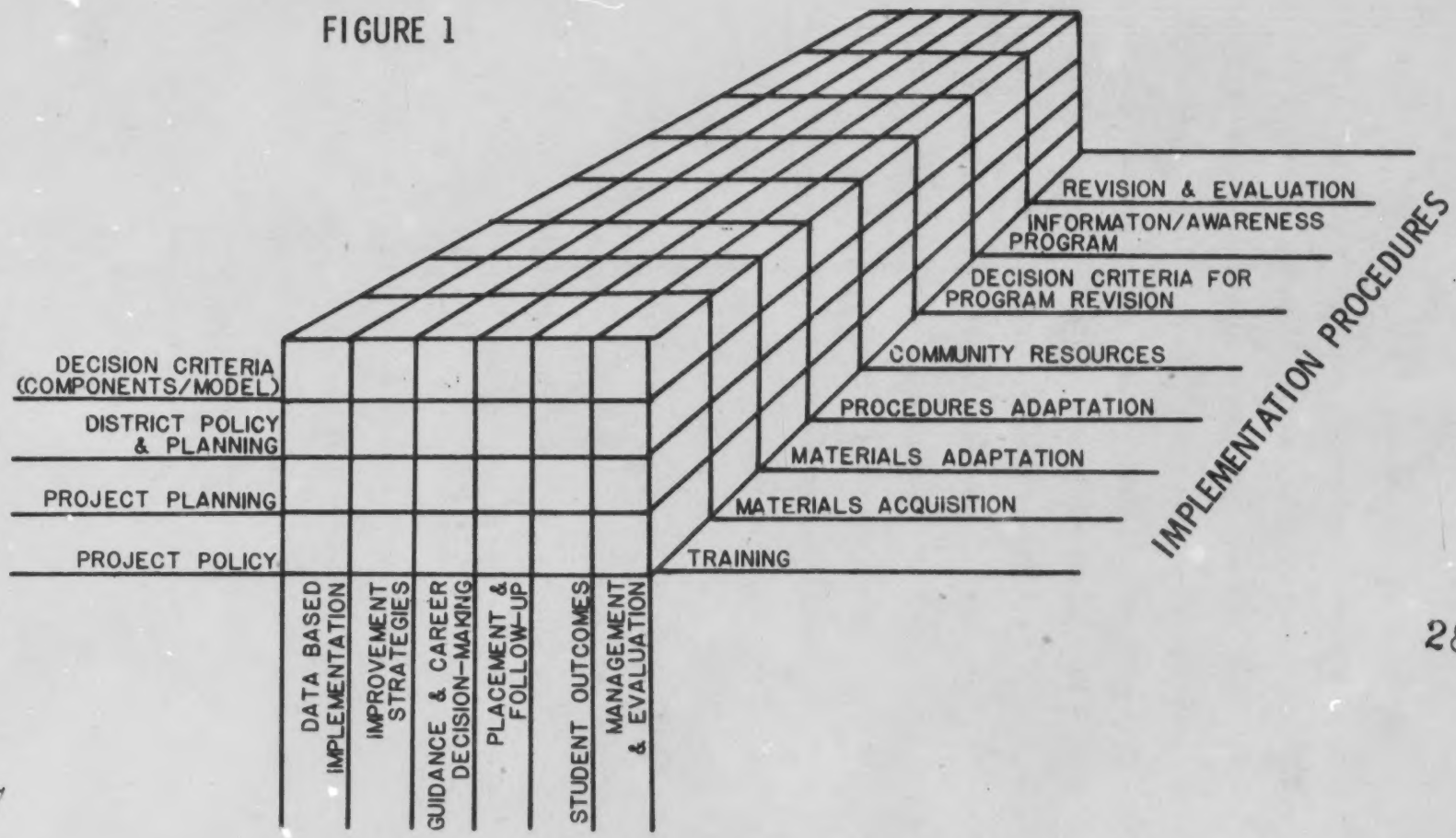
Program improvement has meant adding new courses, such as a career exploration class; increasing experiential alternatives and articulation of in- and out-of-school programs.

A model for accomplishing these outcomes--expansion, improvement, adoption--was derived from the literature on change in education. It has served, in an abstract way, as the guide for making decisions about specific activities to be supported by the project. The model is shown in Figure 1.

A strategy was then derived to identify EBCE model components which were consistent with on-going career education activities within the district. This strategy is outlined below:

1. Screen alternatives models (CE_2, RBS, etc.) for:
   a. Availability of components and materials.

FIGURE 1


ADOPTION PROCEDURES
DECISION CRITERIA (COMPONENTS/MODEL)
DISTRICT POLICY & PLANNING
PROJECT PLANNING
PROJECT POLICY
DATA BASED IMPLEMENTATION
IMPROVEMENT STRATEGIES
GUIDANCE & CAREER DECISION-MAKING
PLACEMENT & FOLLOW-UP
STUDENT OUTCOMES
MANAGEMENT & EVALUATION
OUTCOME AREAS
IMPLEMENTATION PROCEDURES
REVISION & EVALUATION
INFORMATON/AWARENESS PROGRAM
DECISION CRITERIA FOR PROGRAM REVISION
COMMUNITY RESOURCES
PROCEDURES ADAPTATION
MATERIALS ADAPTATION
MATERIALS ACQUISITION
TRAINING

b. Congruence with local

(1) philosophy, policy and curriculum

(2) instructional/learning materials available

(3) community resources

(4) staff capabilities and interests

(5) staff support system (testing, training capabilities, computer services, etc.)

c. Adoption and/or adaptation requirements

d. Necessary changes in operations and participant behavior

2. Select components for project use.

3. Acquire necessary materials and arrange for necessary technical assistance.

4. Apply adoption and/or adaptation specifications for:

a. material revisions

b. training

c. context preparation (exploration sites, community resources, etc.)

d. material distribution

e. policy formulation

5. Monitor implementation processes.

6. Effect program revisions needed as indicated by feedback from the implementation process.

An example of the application of these procedures is shown in Table 1; an analysis of the Northwest Regional Educational Laboratories CE_2 model for EBCE. (Page 20)

2. Specific Procedures

In keeping with the general design of the project, selected foci were established as the places to initiate adoption of EBCE procedures. Described in this scection of the report are the activities in which staff engaged and the objective addressed in that activity. More detailed descriptions of student populations, outcomes achieved, elements of new courses in curricula and other similar items are included in section II-F, Data Collection and Evaluation.

Goal 1: Data Based Implementation

Objective 1.1: To operationalize three new offerings in vocational education and work experience.

New cooperative work experience programs were added in Child Development and Food Services.

The Agribusiness program was expanded significantly. Two existing programs, Office Education and Industrial Cooperative Training, were revised to qualify them as cooperative work experience programs.

TABLE 1

Relationship of EXPERIENCE BASED CAREER EDUCATION Elements to Great Falls Public Schools Career Education Program

Career Education Program		INSTRUCTIONAL STRATEGIES									EMPLOYER/ COMMUNITY RESOURCES			STUDENT SERVICES			MANAGEMENT			
		Career Explorations	Special Placement	Individual Student Learning Plan	Learning & Skill Building Levels	Student Journals	Projects	Competency Certification	Learning Resources	Employer Seminars	Employer Recruitment & Orientation	Site Analysis Techniques	Employer/Instruction Development	Program Entry/Exit	Student Records	Guidance	Program Planning	Business Management	Personnel	Community Relations
COMMUNITY BASED	Cooperative Vocational Education		x				x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Internship Program	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Work Experience									x		x		x	x	x			x	x
	Work Experience Career Exploration Program	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Voluntary Community Service					x				x	x	x	x	x	x	x			x	x
	Vocational Education	x	x	x	x					x	x	x	x		x	x	x	x	x	x
SCHOOL BASED	Cooperative Vocational Educ. (related class)		x	x			x	x	x	x		x		x		x	x	x	x	x
	Internship Program	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	x
	Work Experience									x		x				x	x		x	x
	Work Experience Career Exploration Program	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	x
	Voluntary Community Service									x		x				x			x	x
	Vocational Education	x	x	x	x		x	x	x	x		x		x		x	x	x	x	x

Objective 1.2: To design an implementation strategy for the Work Experience Career Education Program (WECEP).

A considerable amount of staff time was devoted to preparing for full use of the WECEP program in academic year 1977-78. Necessary preparation included adapting procedures of various types to the Great Falls setting, identifying appropriate work sites, recruiting employers, insuring that necessary insurance was available, arranging transportation, developing student recruiting procedures, recruiting teachers, verifying congruence with district policy and many other activities.

Additionally, a small pilot of the program was conducted using several ninth grade students from East Junior High School.

Materials developed and/or adapted in preparation for full-scale implementation are included as Appendix G.

Goal 2: Improvement Strategies

Objective 2.1: To increase the number of available exploration and training sites.

Objective 2.2: To implement selected elements of an EBCE model for improving the quality of students experiential learning.

Project activities relative to these objectives shared a common focus-development of a Career Exploration Class and adding EBCE strategies to an instructional unit.

The class was developed as a full semester course and was piloted in each of the two semesters of the 1976-1977 academic year.

The instructional unit was nested within an existing consumer economics class. It was piloted during the second semesters of the 1976-1977 academic year.

Staff resources were allocated to establishing criteria for adoption and/or adaptation of existing EBCE model components, reviewing available components, revising selected components for use, and assisting teachers with preparation of necessary materials, curriculum guides and other related resources.

A significant increase in enrollments, from 40 students to 240, seriously strained both in-and out-of-school resources. These problems, however, were short-lived under increased recruiting activity, production of additional materials and use of other planned EBCE implementation procedures.

Objective 2.3: To design and implement a training program which will insure each class of participants ability to function within the EBCE system.

Two types of training were designed and used by project staff in addressing this objective. One type focused upon school-based participants; the other focused upon community based participants.

This latter form of training was manifest as three employer seminars conducted by the project in association with other community agencies. These seminars were designed to provide employers with information about the content of school programs and EBCE strategies which were being introduced.

In preparing materials for implementation of EBCE strategies, the staff attempted to incorporate procedures which would enable school-based participants to learn about EBCE strategies as they used a strategy. For example, enrollment forms were prepared which ensured each participant learning the specific requirements of each strategy.

This design procedure was employed in development of the WECEP program; in developing the Career Education Class; in the nested career exploration unit; and in the redesign of vocational education courses into cooperative work experience program components.

Goal 3: Guidance and Career Decision-Making

Objective 3.1: To decrease the incidence of sex stereotyping in career counseling.

Activities related to this objective were of an informal nature during this first year of the project. Largely by exemplary practice in reviewing materials and EBCE strategies for use in the program, project staff were able to heighten District staff awareness of the problem and its manifestations throughout the district.

This latter strategy was most actively used in assisting elementary and vocational teachers in conducting a sex stereotyping review of the materials and instructional procedures currently employed.

The project has purchased the computerized Guidance Information System and has done considerable work to prepare for its implementation in 1977-1978. Implementation is confounded, to some degree, by the newness of the District's computer capability--District personnel are still learning about the capabilities of a new computer and are not yet ready to move full-scale on its use for instructional purposes.

Objective 3.2: To develop and employ a training and information program which will remediate current practices of sex bias and sex role stereotyping.

A training workshop for counselors and vocational teachers was jointly prepared by Project Staff and the Bureau of Apprenticeship Training. Components of this training workshop focused upon sex bias and sex role stereotyping. The workshop has not yet been used on a wide scale.

Additionally, project staff were systematic in their efforts to ensure that new materials developed and used also satisfied the training requirements of the project. As a consequence, training needs of the project will likely be satisfied by the materials as they are fully implemented in 1977-1978.

Goal 4: Placement and Follow-Up

Objective 4.1: To maximize congruence between employer requirements and student career interests and goals.

Staff activities related to this objective focused upon developing a plan for its attainment. It was expected that attainment of this objective in a defined, and therefore restricted setting, would be difficult.

The major problem is attenuation of either available sites or number of interested students as these two placement criteria are juxtaposed in a placement procedure. The fluid,

uncertain, nature of student career goals has also proven to be a problem area, e.g., students would prefer to be earning money from a job first and satisfy career goals second.

Project staff wrote and submitted a separate proposal to fund the complex development work required. The proposal was not funded. (See Appendix A.) Consequently, it is likely that satisfactory attainment of this objecive will not occur before the third year of the project.

Objective 4.2: Design and Conduct Follow-Up Studies.

Data needed from follow-up studies for program management are being identified. A design for their collection, analysis and use will be addressed during the second year of the project.

Goal 5: Student Outcomes

In each of the five outcome areas addressed, project activities have been primarily of a developmental or management nature. The intent has been to ensure that each of the outcome categories sought were included in the revision/adaptation of EBCE strategies selected for use in the project.

The treatment groups for this goal area were students who participated in the expanded and improved program components. As noted under Goals 1 and 2, these were: (1) a new, semester-long, Career Exploration Class; (2) an improved version of a Career Education unit nested within a consumer economics class; and (3) additions to the Cooperative Work Program.

Goal 6: Management and Evaluation

Management. As noted in the proposal (page 8) the appropriate environment for change, and adoption of new programs, must be systematically established. Elements of the desired environment for installation of an EBCE program are: (1) the desire to change, or adopt new methods, among participants; (2) the necessary participant knowledge; and (3) a stimulus to initiate desired change.

Management activities during this year, especially those of the director, have been directed toward ensuring the existence of these conditions within the Great Falls District. The desire for change, for example, has been fostered by the acquisition of new capabilities and by close involvement of several groups, such as parents, employees, administrators, teachers, students and other local agencies.

Each of these has been trained, to some degree, in the purpose for, and benefits from, an EBCE program. Heightened awareness and knowledge has had a direct influence on participants desire to change. For example, information and training provided by the project for school administrators about the new District computer capability and availability of the Guidance Information System has resulted in the computer capability already being taxed. This, in turn, has posed new management problems, e.g., ensuring that sufficient resources are available to support the implementation plan of the project.

Several District staff have assisted the project director in attempting to locate both

district and grant/discretionary funds to supplement the project budget. In effect, the demand has been greater than anticipated and as budgeted for the project.

Steps are being taken now to ensure District funding as the EBCE strategies become fully integrated into district programs.

Evaluation. The project contracted with the Educational Management Corporation to conduct a third-party evaluation. The contractor, through several site visits, has assisted project staff in revising/sharpening project objectives and in delineating a focus for this first year of a three-year project.

Results of the evaluation are reported in Section F of this report.

C. Problem Areas

No problems were encountered which required a significant departure from the plan presented in the proposal. However, some problems have required adjustments in staff assignments and the time frame for implementation of selected EBCE strategies.

Problems which have been encountered are:

1. State plan for vocational education.

   Project staff spent an inordinate amount of time, relevant to benefits attained, responding to state requirements for a vocational education plan. Problems internal to the state department of education, such as reorganization, turn-over in personnel, and state-level funding, resulted in confusion about the state plan for vocational education.

   The problems internal to the state department were also apparently responsible for insufficient assistance being available from that office. This served to compound the problem.

2. Funding period.

   Great Falls schools use an "arena" scheduling system, which resulted in student schedules being set before the project was funded. The consequence was a great deal of extra staff work in recruiting students for project activities.

   This problem will not be confronted in the second year of the project.

3. EBCE project support.

Staff from each of the four NIE supported EBCE model projects have been willing to provide technical assistance. But they have also admitted they are not able to generalize directly from their programs to the Great Falls project.

The problem appears to be that NIE supported model development has emphasized establishing a "special" EBCE program within a school or school district (Priority Areas I and II). The Great Falls program (Priority Area III) is attempting to integrate EBCE strategies into an existing school structure.

Project staff will probably reexamine their needs for technical assistance and again communicate these needs to model developers.

Due to limited financial resources, it is imperative that technical assistance (obtained under contracts) be specifically suited to the project site and purposes. Previous inquiries have shown that available assistance was too costly for the benefits which might obtain.

4. Counselors.

Career guidance for non-college bound students remains a problem. Thus far, counselor attitudes toward

providing services for this category of students have been very resistant to change. This factor has had a debilitating effect on project placement activities.

As noted earlier, it is expected that purchase and installation of the Guidance Information System will diminish this problem.

5. Transportation.

Ensuring that students are able to reach their exploration sites in a safe and timely manner continues to be a problem. Great Falls does not have a system of public transportation; school district policy prohibits administrators or instructional staff from transporting students for school activities; and the limited number of contractual transportation services available have proven too expensive.

Currently, students must furnish their own transportation. Students who are not old enough to drive must rely on their parents or relatives. This has probably resulted in some students not enrolling in the exploration programs provided. The extent to which this has occurred is impossible to ascertain, partly because of the scheduling procedure employed and partly because of the creativity of students.

6. Insurance.

Employers who do not participate in a state insurance plan do not have liability insurance for students under sixteen years of age. These employers have been reluctant to host students for explorations or internships.

The problem has not been fully resolved.

7. Financial Resources

Sex biases and sex role stereotyping have received increased attention nationally and in the Great Falls area. The resultant demand was much greater than expected, resulting in a lack of sufficient resources to move as rapidly as necessary. This may result in some implementation problems from inappropriate timing.

A considerable amount of time was spent developing a proposal in an effort to obtain grant monies that could be used in this area. An abstract of the proposal is included in Appendix A.

Finally, the Great Falls school district shares a problem with many other districts across the United States. Declining enrollments, increased instructional costs and increased pressures for accountability combine to make implementation of special or new programs difficult.

D. Publicity Activities

The project has not initiated a systematic publicity program. However, through selected public relations activities, a number of articles have been published in the local newspaper. Copies are included in Appendix B.

E. Dissemination Activities

Two project publications have been accepted for inclusion in the ERIC Clearinghouse at Ohio State University.

Additionally, project staff have made presentations or distributed materials to the following:

- Regional meeting of Career Educators at the College of Great Falls
- Indian Home-School Coordinators
- American Red Cross
- Community Resource persons
- Local television program, with Employment Security manager
- Montana Advisory Council for Vocational Education

The following persons or programs have conducted site visits to the project:

- Elementary Career Education Consultant, Missoula, Montana public schools.

Materials prepared and distributed by the project include:

- Bibliography of sound filmstrips available for career counseling
- A variety of print and audiovisual materials
- Career puzzles and games
- EBCE Brochure
- WECEP Brochure
- Agribusiness and Distributive Education Brochures

F. Data Collection and Evaluation

1. Summary

The project addressed six major goals in developing procedures leading to full implementation of EBCE strategies. These were:

a. Data Based Implementation

b. Improvement Strategies

c. Guidance and Career Decision-Making

d. Placement and Follow-Up

e. Basic Skills

f. Management

The primary focus in each of these goal areas was upon identification and adaptation of EBCE strategies for integration and/or implementation into an existing curriculum.

Because of this focus, the evaluation has been formative in nature, emphasizing establishment of development data bases and project accountability. Data used in this evaluation were obtained from several sources. Included were three standardized tests, seven locally developed instruments and numerous elements of record data.

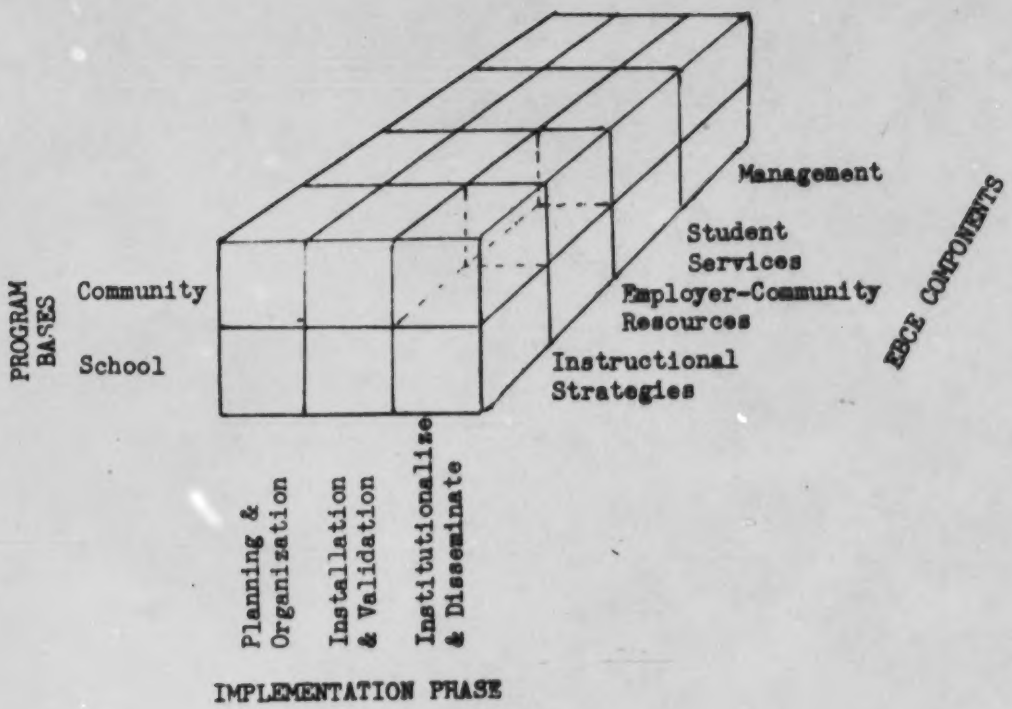
Generally, the project met or exceeded all of the outcomes sought in this first year.

2. Description Of The Project.

History. In July, 1973, the Great Falls Public Schools were awarded a grant under Part D of the Vocational Education Act to design and implement an exemplary program in career education. That project was conceptualized as being comprehensive in nature and sweeping in scope. Because of the charge to develop an exemplary program, it addressed a variety of issues and developmental activities during its three year history.

The present project was funded as an extension of earlier activities, but with two, somewhat more specific, missions. These were: (1) adoption of EBCE as the instructional and implementation focus; and (2) develop an implementation strategy for a comprehensive program in EBCE.

Conceptual Structure. The project has addressed the complex interaction created when a specific innovation is also used to address a number of related issues, such as sex stereotyping in career roles. For planning and management purposes, these divergent factors were organized into the project design model shown on the following page.



The Project Context. The city of Great Falls is located immediately east of the Rocky Mountains and generally in the central portion of the state on a north-south axis. The 1977 census showed the city to have a population of 65,049 residents and the county a population of 84,468. The projected population for Great Falls for 1980 is 99,000. Located within the city are a diverse range of major industrial, transportation and service companies. These include the Anaconda Company, Montana

Deaconess Hospital, the Burlington Northern Railroad, Columbus Hospital, Mountain Bell Telephone Company, and the Great Falls Tribune. Great Falls is also a center of government activity with over 5,000 state and federal government employees working within the city.

There are 822 retail business establishments located within the city of Great Falls. These firms report retail sales of approximately $241 million. There are 181 wholesale business establishments in the city with sales in excess of $243 million. Statistics for November, 1976 indicate that nearly 10% of the new business firms in the state were in Great Falls (248 of 2,804).

The Great Falls Public School system includes 21 elementary schools, 4 junior high schools and 2 senior high schools. As of October, 1977 the elementary schools (K-6) had a total enrollment of 7,753 students, junior high schools (7-9) had an enrollment of 4,092 students, and senior high schools (10-12) enrolled 4,299 students for a total of 16,144. Included within the public school system is a Vocational-Technical School which enrolled 306 students during this academic year. The total certificated staff of Great Falls Public Schools is 1,070 people, as per the following breakdown on the next page.

Instructional Staff	765
Special Teachers	159
Resource Teachers & Librarians	71
Principals & Deans	38
Central Office Staff	23
Federal Programs Personnel	14
	1,070

The Great Falls Public School system has an excellent support capability, as manifest in the number of specialists employed by the District. For example, elementary school specialists are employed in such diverse areas as library, art, instrumental and vocal music, physical education, environmental education, and remedial reading. General support for the District is manifest in capabilities such as school psychologists, physical education specialists, family counselors, special education and adult basic education.

3. Evaluation Design.

Rationale. Evaluation procedures employed have been formative in nature, focusing primarily upon product iteration in pilot studies and retro-fit procedures to ensure that new components were compatible with existing conditions into which they were inserted.

The interaction predicted in the proposal between product development, implementation and evaluation processes has been clearly evident. For example, development of a transportation procedure has been effected by existing District policy which, in turn, had an effect upon a desired outcome (evaluation focus).

These interactions have necessitated focusing evaluation of the first years efforts on project management and developmental activities rather than upon project effects. The purpose in adopting this approach has been to establish those data bases which would support management and development decision processes.

4. Evaluation Objectives.

During this first year of the project, objectives established for the evaluation have been to:

(a) Identify data necessary to support project development and management activities;

(b) Describe pilot activities as baselines for continued component development; and

(c) Describe project activities in a manner which satisfies accountability requirements of the project sponsor.

5. Evaluation Procedures.

Participants. Several classes of participants were included in the evaluation, including both those who were

effected directly and indirectly. Directly effected participants were students enrolled in three project classes and students in the cooperative work and work experience programs. Students in these latter two programs both work at paid jobs. However, cooperative work experience students must also be enrolled in a related course or program.

Other participants who were effected directly were teachers and employers who participated in project training activities. To some extent, school administrators may also be classed as "direct participants" as they were closely involved in many project decision processes.

Indirectly effected participants included parents of enrolled students, program support staff such as librarians and computer center personnel and employers who provided student work sites but did not enroll in project training activities.

Each of these groups are described more fully in the Report of Data, Section F-5.

Data Collection. A variety of instrumentation techniques were necessitated by the nature of the project and the objectives of the evaluation. Included were standardized tests, locally developed questionnaires, rating scales and a variety of record data. Each is described more fully below.

- Standardized Tests

  Wherever possible, tests recommended by the Career Education Evaluation Guidelines were used in this evaluation: (1) Career Maturity Inventory; (2) Career Development Inventory; and (3) Differential Aptitude Test/ Career Planning Program.

- Locally Developed Instruments

  Seven instruments of this type contributed to the evaluation. The project objective and purpose addressed are summarized below:

Respondents	Purpose/Focus
All students in grades 8-12.	To identify the level at which students establish a career goal.
Co-op work employers.	To identify employer perceptions of students and the program and to isolate potential problems.
Co-op work students.	To determine the degree of congruence between present job and perceived career goals.

Respondents	Purpose/Focus
Parents of exploration students.	To determine program strengths and deficiencies as perceived by parents and to document non-work related changes in students.
Exploration sponsors.	To assess student behavior during the exploration and to identify program modifications desired by employers.
Exploration student survey.	To determine what effects on career planning students attributed to the exploration experience.
Teachers who have completed project sponsored Career Education training.	To determine the extent to which the use of Career Education strategies is retained.

- Record Data

These types of data are typically produced through project and/or district operating procedures. These data are valuable in an evaluation in that they are usually accurate indicators, require no respondent time and are usually quite accessible.

Three types of record data contributed to this evaluation. They were those required for reporting purposes; those required for program description; and those which would serve as criteria for implementation strategies employed.

Record data used to satisfy reporting requirements were:

- Listing of products produced in each objective area.
- Project management work sheets which listed tasks for each staff member.
- Copies of news releases.
- Listing of dissemination activities and copies of all materials produced for this purpose.
- Listing of persons to whom information and materials were provided by the project staff.
- List of presentations made to groups outside the project site.
- Description of changes in staffing or staff utilization.
- Description of training conducted for project staff, district staff, teachers, employers and others.

Record data used for program description included:

- Description of vocational education and career exploration experiences added to the curriculum.
- List and description of employer seminars conducted.
- Copies of forms used in exploration program(s).
- Enrollment statistics for the district.
- Description of materials evaluation procedures.

Record data used to document implementation included:

- Unanticipated outcomes which served to expand the career education concept.
- List of publications distributed which were designed to call attention to the project.
- Description of areas within the curriculum which now reflect use of an EBCE strategy.
- Description and/or documentation of any promotion or advancement by those who have supported implementation of EBCE.

Methodology. A rigorous assessment of project effects would have been inappropriate in the first year of a three year project. This first year was used by the project to define and design treatments, to pilot test program components, and to remove situational constraints to implementation.

The intent of this evalaution has been to establish baselines for subsequent, more rigorous, evaluations of program components. In applying this strategy, an attempt has been made to focus data from several sources upon each project priority.

6. Report Of Data.

In a number of instances, different EBCE strategies were employed with the same group of participants. Consequently, the evaluation discussion of a later objective may reference data presented in an earlier section.

Goal 1: Data Based Implementation

Objective 1.1: To operationalize three new offerings in vocational education and work experience.

The project clearly satisfied this objective by the addition of four new cooperative work

experience opportunities for students. Two new programs were added, one each in Food Services and Child Care. A description of these programs is included as Appendix G. Additionally, two existing programs, Office Education and Industrial Cooperative Training, were revised to qualify as cooperative work experience programs.

Students enrolled in the five cooperative work programs are described by the data presented in Table 2. As may be seen, there is a problem of sex stereotyping in Office Education and Industrial Cooperative Training.

TABLE 2

Description Of Student Populations In Five Cooperative Work Experience Programs

Program	Sex		Age				Grade Point Average				
	F	M	16	17	18	19	Under 2.0	2.0 - 2.5	2.6 - 3.0	3.1 Over	$\bar{X}$
Home Economics	12	88	-	37	63	-	-	62	38	-	2.45
Office Education	100	-	-	45	55	-	-	-	78	22	2.93
Agribusiness	42	58	14	41	45	-	14	57	15	13	2.12
Distributive Education	45	65	-	25	66	8	-	50	41	8	2.85
Industrial Cooperative Training	-	100	-	23	65	11	5	39	42	2	1.88

All entries are percentage of respondents.

Data presented in Table 3 describe cooperative work students use of available information in planning their careers. Perhaps the most significant data are those which describe the contrast between satisfaction with interpretation of test data and lack of perceived usefulness of this information. This condition is emphasized by the number of students who stated they did not want or need additional information.

These conditions, in combination, suggest students have not yet learned how to use information about themselves in formulating a career goal.

Evaluation of cooperative work student performance is summarized in Table 4. Perhaps the most significant factor in these data is the lack of correlation between grade point average and performance on a job. This suggests that school programs are not sufficiently flexible to accommodate a range of preferred student learning styles.

TABLE 3

Description Of Career Planning Information For Cooperative Work Students

Program	Have a Career Goal?		Career/ Interest Test?		Use Of Testing In Career Planning									Other Info. Desired	
					Who Interpreted?			Satisfaction?			Usefulness?				
	Yes	No	Yes	No	Teach	Counselor	Other	Very	Adeq.	Not	Very	Useful	Not	Yes	No
Home Economics	64	36	100	-	-	88	12	37	50	12	12	50	36	-	100
Office Education	89	11	87	13	22	73	-	45	55	-	55	45	-	-	100
Agribusiness	72	28	57	42	-	100	-	-	75	25	-	50	50	29	71
Distributive Education	75	25	75	25	11	78	10	56	23	10	11	55	21	8	92
Industrial Cooperative Training	92	8	100	-	2	87	11	42	53	5	10	66	24	16	84

All entries are percentage of respondents.

TABLE 4

Evaluation of Cooperative Work Student Performance By Employers

Program / Rating / Work Category	Home Economics				Office Education				Agribusiness				Distributive Ed.				I.C.T.			
	Good	Ave.	Poor	?	Good	Ave.	Poor	?	Good	Ave.	Poor	?	Good	Ave.	Poor	?	Good	Ave.	Poor	?
Job-Technical Skills	82	18	-	-	69	31	-	-	57	43	-	-	67	33	-	-	50	50	-	-
Use of Skills On Job	82	18	-	-	69	31	-	-	57	43	-	-	50	50	-	-	50	50	-	-
Quantity of Work	82	18	-	-	69	31	-	-	72	28	-	-	50	50	-	-	73	22	5	-
Quality of Work	82	18	-	-	77	23	-	-	55	45	-	-	75	25	-	-	61	39	-	-
Understanding Assignment	82	18	-	-	69	15	16	-	70	30	-	-	75	16	9	-	62	33	5	-
Attitude	82	18	-	-	76	24	-	-	72	28	-	-	58	42	-	-	78	22	-	-
Relations w/Others	91	9	-	-	85	15	-	-	60	40	-	-	83	17	-	-	83	17	-	-
Responsibility	91	9	-	-	70	30	-	-	74	26	-	-	59	41	-	-	66	33	-	-
$\bar{x}$ G.P.A.	2.45				2.93				2.12				2.85				1.85			

65A

65B

Objective 1.2: Implement a WECEP Program.

This objective was fully satisfied in that a WECEP Program was developed and a pilot test conducted. While only three students participated in the pilot test, this proved sufficient. A complete description of the program, including all forms used, is included as Appendix F.

Basically, WECEP is designed to provide a carefully planned work experience and career exploration program for 14 and 15 year old students who can benefit from a career-oriented educational program. The progra m is specifically designed to heighten student motivation toward work and education.

Because of the age of students for whom the program is designed, it was necessary to obtain waivers in child labor regulations. Presently, students enrolled in a WECEP program may be employed up to 23 hours per week during the academic year, with

a limit of three hours imposed on school days.

Questions posed to assess this objective were oriented toward establishment of baselines for use in subsequent evaluations. Since the program was conducted on a trial basis, all data sought were descriptive only.

Data collected to satisfy these purposes are summarized in Tables 5 and 6.

TABLE 5

Descriptive Information Of WECEP Pilot Students And A Sample From The Same School

	Grade 8		Grade 9							
	G.P.A.	Atten.*	G.P.A.	Atten.	$\bar{x}$ Age	CMI ① Attitide	CDI-1	CDI-2	CDI-3	CDI Total
WECEP Pilot Students	$\bar{x}$=2.53 Rng=1.9	$\bar{x}$=2.7 Rng=3.0	$\bar{x}$=2.66 Rng=1.8	$\bar{x}$=33 Rng=53	15.6	$\bar{x}$=33.7 Rng=68	** 86	250	16	352
Non-WECEP Sample	$\bar{x}$=2.75 Rng-1.9	$\bar{x}$=14.8 Rng-34	$\bar{x}$=2.03 Rng=1.9	$\bar{x}$=6.6 Rng=6.5	-	-	121	277	15.5	414.5

*Attendance = days absent

**CDI Scores Are Mean Raw Scores

① Scores Are Percentiles Using General Norms

TABLE 6

Summary of WECEP Pilot Student Scores On The DAT

		VR	NA	VR+NA	AR	CL	MR	SR	SP	LU
$\bar{X}$	Raw Score	26	25	51	33	61	48	29	62	31
	Percentile	65	72	67	57	91	75	70	42	55
	Raw Score Range	12	14	26	8	12	3	3	19	6

Major problems encountered in designing an implementation strategy for WECEP were described in Section II-C of this report.

7. Related Data.

Several other types of information were used in development processes and formative evaluation of the project. These were transitory in their use, but of sufficient interest and value to warrant their inclusion in this report.

Need Forecasting. The Great Falls office of Montana employment service has prepared a number of reports which satisfied project requirements for information about local employment needs. These reports are titled:

- Occupational Manpower Characteristics For Cascade County
- Industrial Manpower Characteristics For Cascade County
- Industrial Manpower Characteristics For Great Falls City

- Occupational Manpower Characteristics For Great Falls City

Data reported were derived from the 1970 census. In some cases, they are incomplete, but still very useful.

Three tables are used to present the data.

TABLE A: Employment Status And Median Wage of Persons 16 Years Of Age And Over

TABLE B: Employment Status Of Persons 16 Years And Over By Sex And Ethnic Group

TABLE C: Total Employed By Age Group 14 Years Of Age And Over And Median Age.

A sample of data presented in Table A is shown below.

TABLE A

Employment Status And Median Wage Of Persons 16 Years Of Age And Over

Occupational Group	Labor Force	Total Employed	Total Unemployed	Unemployment Rate	Experienced But Not In Labor Force	Median Wage	
						Male	Female
All Occupations	27,976	26,271	1,705	6.1	10,654	7,577	3,404
Prof. Tech. & Kindred Workers	4,076	3,939	137	3.4	1,047	9,523	6,013
Accountants	246	246	0	0.0	20	9,371	6,250
Architects	30	30	0	0.0	0	5,571	0

Included as an appendix to the report are projected growth or decline statistics for major occupational groups. These are provided to up-date information presented in the body of the report.

An extract from this appendix is presented below:

Projected Growth Or Decline Of Major Occupational Groups
1970 - 1980

All Occupations	25%
Professional and Technical Workers	50%
Clerical Workers	35%
Managers, Officials and Proprietors	22%
Operatives, e.g., Assemblers, Truck Drivers, Bus Drivers	10%
Farm Workers	-33%

These data can be extremely useful in continued work of the project, especially in providing counselors with forecasts of manpower needs, in identifying work experience sites, and in defining additional component development requirements.

Correlates of Career Goals. A perplexing problem which persists is that of identifying how students weigh different factors as they plan careers or establish career goals. An included problem is the need for a convenient, but valid, method for identifying student interests.

For one facet of this evaluation, it was assumed that student interests would be manifest in hobbies and/or activities in which students spent their money and free time. Data obtained through administration of a questionnaire to coop work students suggest there is little congruence between work assignments and stated student interests or career goals. A representative sample of these data are presented in Table 7.

TABLE 7

Representative Goals, Work Assignments, and Interests
For Cooperative Work Students

Program	Career Goal	Work Assignment(s)	Hobby	Personal Resources Spent On . .	
				Money	Time
Home Economics	Vet. Med.	Drive-In Counter	Animals	Trips	Horses
	Probation Officer	Retail Clerk	Macrame	Concerts	Bars
	Business	Drive-In Restaurant	Camping	Shopping	Reading
	Restaurant	Cooks Helper	Cooking	Movies	Movies
Office Education	Secretary	Typing/Filing	Sports	Movies	Dancing
	Secretary	Dictation/ Switchboard	Piano	Church	Church
	Business Ed.	Code Insurance Policies	Skiing	Skiing	Reading
	Secretary	Receptionist/Typing	Flute	Travel	Sports
Agribusiness	Mechanic	Pump Gas/Mechanical	F.F.A.	Cars	Cars
	Horticul-turist	Maintain Shrubs	Leather Craft	Travel	Swimming
	Vet. Med.	Maintain Receipts	Horses	Rodeo Entry Fees	Rodeo
	Legal Secretary	Receptionist/ Mail Clerk	Plants	Water Skiing	Dates
Distributive Education	C.P.A.	Office Clerk	None	Golf	Golf
	Law	Stock Clerk	None	Girl Friend	Television
	Journalist	Stock Clerk	Sewing	Shopping	Sewing
	Marketing	Sales Clerk	Sewing	Skiing	Working
Industrial Cooperative Training	Heavy Equip. Operator	Furniture Warehouse	Fishing	Fishing	Fishing
	Auto Parts Store	Cooking	Motorcycles	Motorcycles	Motorcycles
	Accountant	Warehouse	Fishing	Cars	Sports
	Cabinet Maker	Stock Clerk	Fly Tying	Fishing	Sports

The importance of this concept for an EBCE program warrants further study to determine what variables are most significant in student perceptions of interest and in their agreeing to work at jobs incongruent with career goals. A few seem rather obvious. The priority order after the first few remains obscure.

Goal 2: Improvement Strategies

Two different approaches to improvement were pursued simultaneously by the project. These were development of a new Career Exploration Class of full semester length and nesting a Career Exploration unit within a Consumer Economics class.

Career Exploration Class. This class was conducted on a pilot basis during each of the two semesters in the academic year at East Junior High School. During the first semester, 21 ninth grade students were enrolled. Eighteen students were enrolled during the second semester.

The instructional program for the class relied heavily upon EBCE strategies adopted from among those available through the four model projects.

Major products developed for the project were an instructional guide, an exploration guide, site analysis procedures, and a personel assessment guide. A complete set of materials developed for the course are included as Appendix D and a prototype curriculum guide.

Student ratings of the class are summarized in Table 8. As shown, the class was rated favorably by the majority of students on most rating criteria.

TABLE 8

Enrolled Student Ratings Of The Career Exploration Class

Rated Dimensions	Rating Scale				
	Little				Very
	1	2	3	4	5
To what extend have your EBCE experiences helped you to learn:					
How to solve problems logically?	-	-	37	43	19*
How to understand yourself?	-	25	38	19	12
How to get along with others?	12	18	25	19	25
How my interests and abilities apply to a career?	-	13	18	12	57
What to examine in considering a job?	-	-	-	31	69
How to find and keep a job?	6	7	-	44	38
The basic skills necessary for careers of interest?	19	25	-	18	32
The level of basic skills necessary in a career?	-	-	12	57	25
About career information resources?	-	6	32	44	13
How to communicate with ad lts?	7	12	25	31	19
To be more open to values different from mine?	7	12	18	50	6
How to use direct experiences in making decisions?	6	-	25	38	25
Would you enroll in an EBCE class again?	No				Yes
	-	12	12	7	69

All entries are percentage of respondents. n=16

Sponsor evaluations, summarized in Table 9, indicate that sponsors were satisfied but that there are places where improvement is necessary. For example, somewhat greater flexibility in exploration time would be desirable as would increased sponsor briefings before the exploration experience.

TABLE 9

Sponsor Evaluation Of Career Exploration Class

Evaluation Category	Yes	No	N.R.
Students			
dressed appropriately	31	1	-
had sufficient background information	11	17	4
behaved appropriately	32	0	-
Exploration Time			
more hours per day needed	11	21	-
fewer hours per day; more days needed	9	21	2
Sponsor Orientation			
needed more information before student came	16	15	1
Future Explorations			
willing to have a student again	29	1	1

Number of evaluations = 32

Parent evaluations of the class are summarized in Tables 10, 11 and 12. Generally, parents were

satisfied with the results of their child's participation. Items of special note were the high frequency at which parents observed positive changes in students:

- Greater maturity and self-esteem
- Better understanding of work and jobs
- Knowledge of "real world" demands
- Working with other people

Equally significant was that all parents indicated that positive changes had been observed in their child's behavior.

Members of each class were administered the Career Maturity Profile upon completion of the course. These data shown in Table 13, were obtained as a baseline for future comparisons.

Nested Career Education Unit. This EBCE activity was conducted with ninth grade students at North Junior High School. Because of its pilot status, no measures of effect were used. Instead, students enrolled during each semester who completed an exploration and students who did not complete an exploration were asked to rate the course on several important dimensions. These data are presented in Table 14. There were no significant differences in ratings among the groups. This is perplexing as it was expected that students who completed an exploration might have rated the course higher.

TABLE 10

Parent Ratings Of Career Exploration Class

Questionnaire Item	Rating Scales 1	2	3	4	5
Would you have your child participate in EBCE class again?	No				Yes
			12	3	85
Child likes EBCE class compared to other school experiences.	Worse				Better
		2	28	28	42
Have received enough information about my childs progress in the EBCE class.	No				Yes
	13	29	15		43
Opportunity for child to learn about occupations compared to all other classes.	Less				More
		7	9	42	42
Effects of the class on childs ability to form career plans.	Poor				Good
			39	46	15
Effects on motivation to learn, compared to other classes.	Less				More
		15	26	17	42
Frequency that child talks to me about school.	Never				Daily
			30	32	38
Frequency that child talks about EBCE class.	Never				Daily
			24	36	40

Ratings are percentage of respondents.

TABLE 11

Positive Changes Observed In Students By Parents As A Result Of An EBCE Activity	
* 57	Greater maturity or self-direction.
41	Better able to relate to others.
28	Greater self-confidence.
43	More clear about the future.
29	More interested in education.
71	Better understanding of work and jobs.
-	Improvement in basic skills.
65	Knowledge of "real world" demands.
82	Working with other people.
26	On-the-job skills.
46	Self discipline
-	Have observed no positive benefits.

*Percentage of respondents.

TABLE 12

Strengths And Deficiences Of The EBCE Class
As Perceived By Parents Of Enrolled Students

Strength	Rating Categories	Deficiency
43	Organization of the program	15
57	On-site supervision of students	29
57	Alternative to a regular school class	-
72	Students develop decision-making skills	-
86	Students learn about a variety of careers	15
86	Students learn about "real life" work	-
58	Causes students to learn	-
89	Student experience working with adults	-

Ratings are percentage of respondents.
Deviations from 100% are caused by no response to some items.

TABLE 13

Summary of Career Exploration Class Students
Scores* On The Career Maturity Profile

	Self Approval	Occupational Information	Goal Selection	Planning	Problem Solving	Attitude Scale
First Semester	13.2	15.2	12.5	12.4	9.8	33.8
Second Semester	13.1	16.3	11.8	13.6	9.3	36.4

*Scores are mean raw scores.

TABLE 14

Comparison of Ratings of The Career Education Unit
By Several Student Groups

Rated Dimensions	Ratings*		
	First Semester	Second Semester	No Exploration
To what extend have your EBCE experiences helped you to learn:			
o How to solve problems logically	4.2	4.1	4.4
o How to understand yourself	4.3	3.9	3.8
o How to get along with others	3.7	3.2	3.2
o How my abilities and interests apply to a career	4.9	4.2	4.2
o What to examine in considering a job	4.9	3.5	4.1
o How to find and keep a job	4.1	3.4	4.2
o The basic skills for careers of interest	3.8	3.9	4.2
o The level of basic skill necessary in a career	4.5	3.9	4.0
o About career information resources	4.7	3.3	3.7
o How to communicate with adults	3.9	3.5	3.6
o To be more open to values different from mine	4.0	3.8	3.7
o How to use direct experiences in making a decision	4.4	3.8	3.7
Would you enroll in this EBCE class again?	4.9	4.4	4.7
n =	15	23	10

*Rating Scale = 1-5

All enrolled students were administered the Career Development Inventory to establish a baseline for future comparisons. These data are presented in Table 15.

TABLE 15

Comparison of First And Second Semester Students Performance On The Career Development Inventory

Group	Sub-Scores			
	1	2	3	Total
First Semester	109.5	248.5	16.5	375
Second Semester	111.5	248	16.5	391

Goal 3: Guidance And Career Decision-Making.

During this first year, the project did not initiate a rigorous program to reduce sex stereotyping. Instead, the project chose to identify the current status of sex stereotyping as the basis for initiating a remedial effort.

Measures used in this effort were a student career goal survey, baselines from previous work and enrollment in selected high school courses.

A distribution of students who have made a career decision is shown in Table 16. Perhaps the most interesting statistic in this table is the high percentage of students in the lower (7-9) grades who indicate they have made a career choice.

TABLE 16

Distribution of Students Who Stated They Have Made A Career Decision

Grade	7		8		9		10		11		12	
School	F	M	F	M	F	M	F	M	F	M	F	M
East Junior High School	106	112	99	101	85	121						
North Junior High School	65	73	86	108	86	93						
Paris Gibson Jr. High	53	56	47	59	65	85						
West Junior High School	98	99	67	79	73	90						
Great Falls High School							172	158	139	158	170	161
C.M. Russell High School							169	173	122	162	153	160
Total /Sex	322	340	299	347	309	389	341	331	261	320	323	321
Total /Grade	662		646		698		672		581		644	
% Have Made A Career Decision	48		46		48		48		41		56	
Total Enrollment	1,365		1,416		1,438		1,414		1,433		1,143	

Tables 17 through 20 show percentage changes in career cluster choices among male and female students in junior and senior high school.

Shown in Table 21 is a comparison of male-female enrollments in selected high school courses.

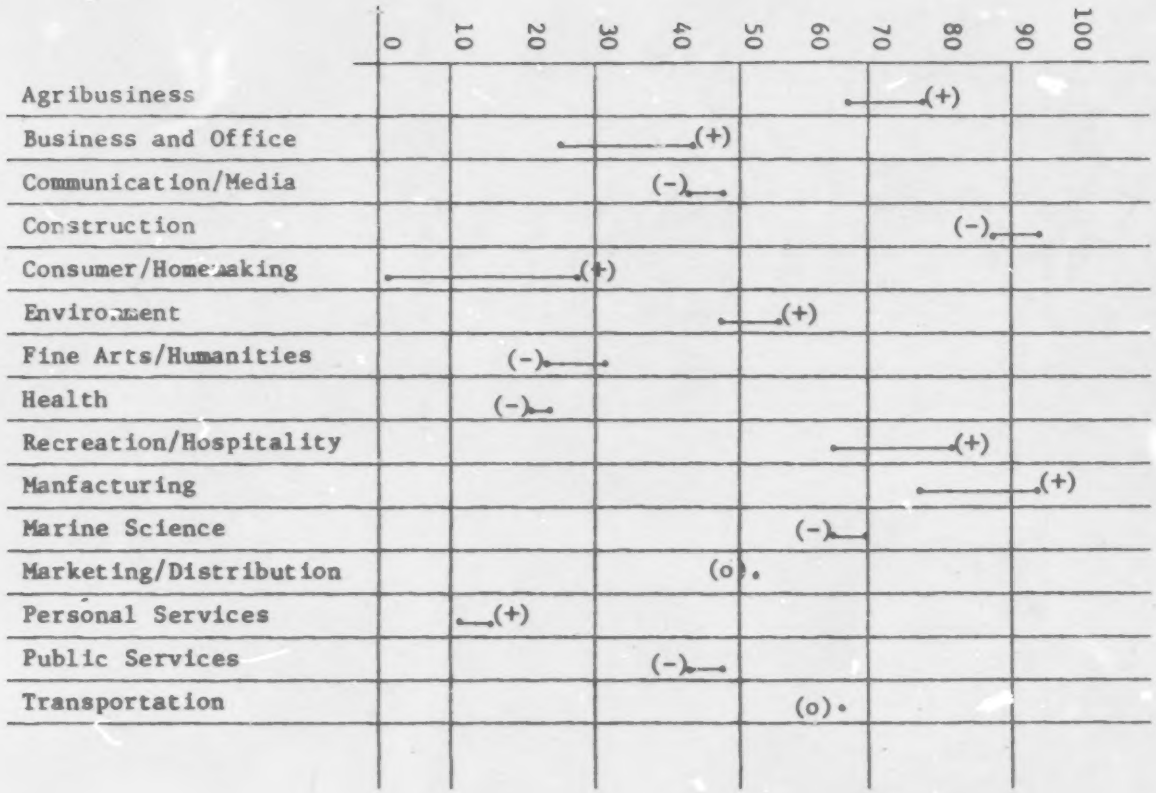
These data all suggest that a counseling program designed to reduce the incidence of sex stereotyping is warranted.

Goal 4: Placement And Follow-Up

Project activities in this area focused upon development of a plan for improving placement effectiveness. Initial concepts for the plan were used in the cooperative work program and in conjunction with the Career Education Class.

TABLE 17

Percentage of Junior High Male Students Expressing Interest In Clusters In 1974 and 1977



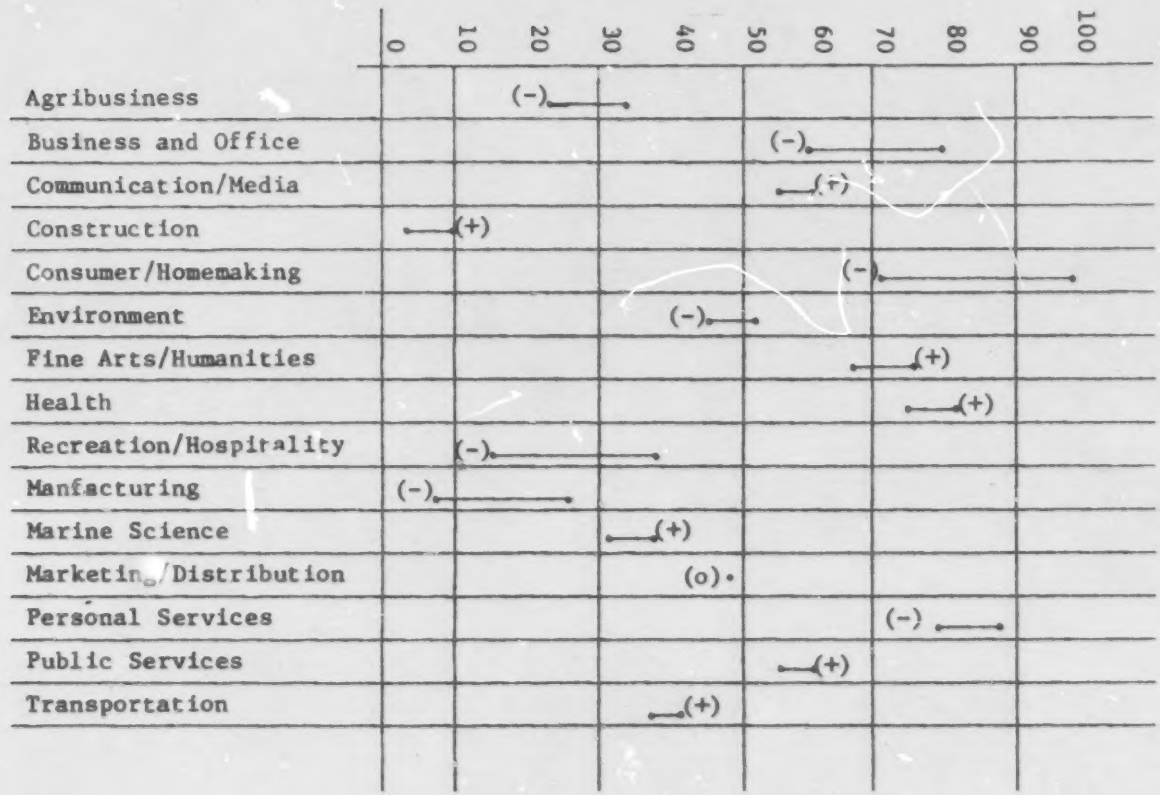
(+) = Increase from 1974-1977

(-) = Decrease from 1974-1977

(o) = No change

TABLE 18

Percentage of Junior High Female Students Expressing Interest In Clusters In 1974 and 1977



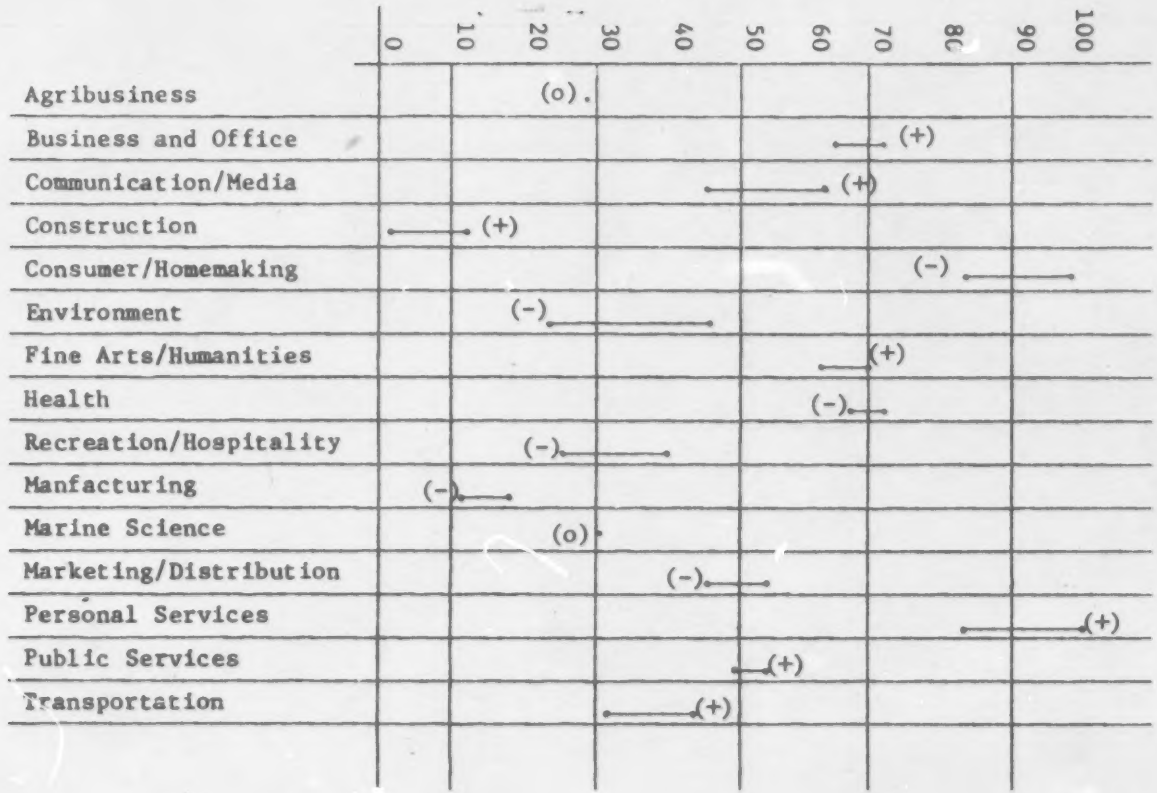
(+) = Increase from 1974-1977

(-) = Decrease from 1974-1977

(o) = No change

TABLE 19

Percentage of Senior High Female Students Expressing Interest In Clusters In 1974 and 1977



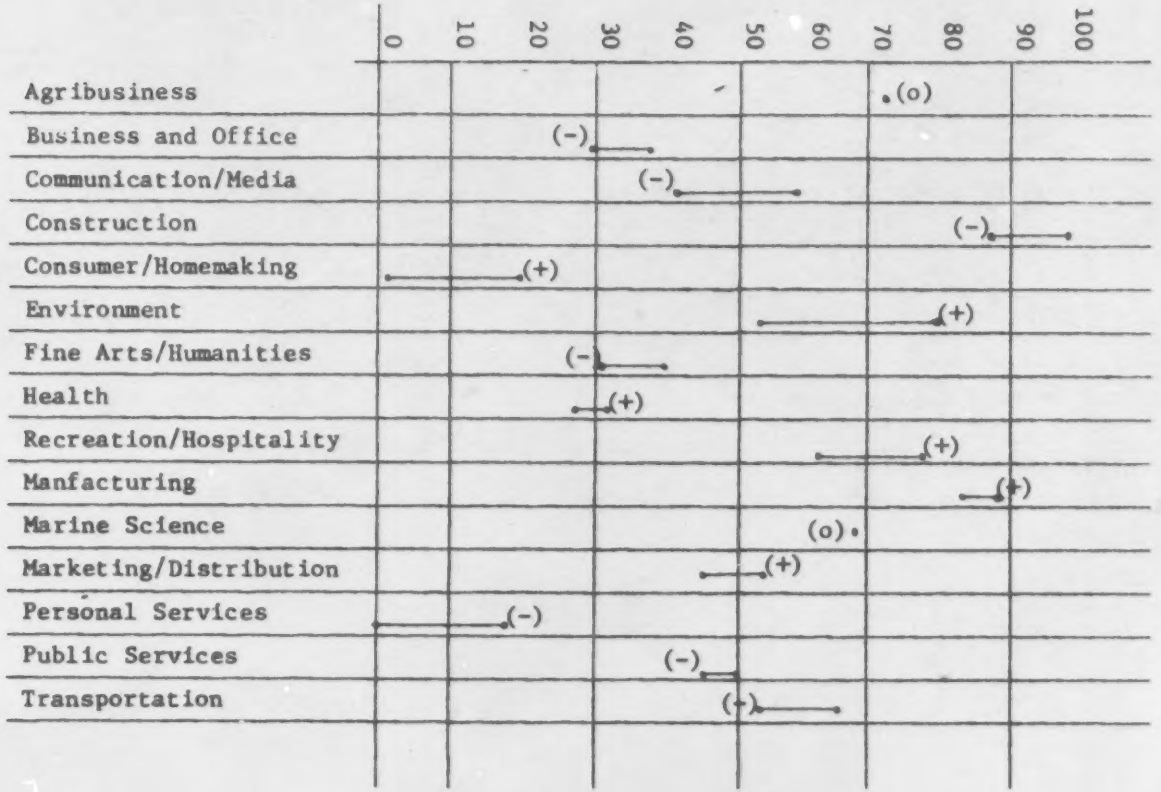
(+) = Increase from 1974-1977

(-) = Decrease from 1974-1977

(o) = No change

TABLE 20

Percentage of Senior High Male Students Expressing Interest In Clusters In 1974 and 1977



(+) = Increase from 1974-1977

(-) = Decrease from 1974-1977

(o) = No change

TABLE 21

Comparison of Male-Female Enrollments
In Selected High School Courses

Course	Number	Male		Female	
		No.	%	No.	%
Accounting	91	28	31	69	63
Advanced Biology	35	8	23	77	27
Agribusiness	15	13	86	14	2
Algebra I	187	115	61	39	72
Algebra III	161	92	57	43	69
Algebra IV	70	42	60	40	28
Animal Husbandry	54	45	83	17	9
Auto Mechanics	39	38	97	3	1
Aviation Science	16	15	94	6	1
Building Trades	17	17	100	-	-
Business Law	30	20	67	33	10
Business Math	169	43	25	75	126
Career Math	145	128	88	12	17
Electronics	67	67	100	-	-
Geometry	220	115	52	48	105
Graphic Design	14	13	93	7	1
Home Economics - Child Development (HERO)	16	2	13	87	14
Distributive Education	74	30	41	59	44
Homemaking I	65	19	29	71	46
Homemaking II	26	2	8	92	24
Industrial Cooperative Training	28	28	100	-	-
Intermediate Algebra	88	50	57	43	38
Introduction To Agriculture	28	24	86	14	4
Math Analysis	21	15	71	29	6
Math Theory	16	8	50	50	8
Metals	75	75	100	-	-
Office Education	59	-	-	100	59
Office Machines	33	27	82	18	6
Organ Chemistry	12	8	66	33	4
Physics	58	42	72	28	16
Power Mechanics	80	61	76	24	19
Survival Skills (Home Economics)	48	43	89	11	5
Typing	303	110	36	64	193
Typing 3	51	8	16	84	43
Welding	84	83	99	1	1
Woodworking	120	88	73	27	33

No evaluation measures were applied specifically in this goal area during this year.

Goal 5: Basic Skills

As noted throughout this report, the project emphasis during this past year has been development of procedures for using EBCE strategies. The results of several such efforts were piloted during this year. Measures of their effects will be conducted during the second and third years of the project.

Baselines and other appropriate data bases established during this year are summarized in Table 22.

Goal 6: Management

Evaluation of project management, in this type of project, is a direct correlate of products produced and the significance of deviations from a plan.

The project did not deviate from its established purposes, despite several difficult problems.

The following accomplishments are a direct measure of project management effectiveness:

1. Four new offerings in vocational education and career exploration were started;
2. One new class in career exploration was started;

TABLE 22

Basic Skills Baseline Data

Obj.	Outcome Area	Criterion	Treatment Group(s)	Design	Indicator(s) (Tests)
5.1	Basic Skills	Maintain grades in basic skill areas of reading, math and communication.	WECEP Students	Post - only	Course Grades Previous Grades
5.2.1	Self-Awareness	Increased awareness of personal interests, values, aptitudes and limitations.	Career Exploration Class (CEC)	Post - only each semester	① CMI sub-test "Knowing Yourself" ② NWREL Student Survey C.D.I. Total Score
			Consumer Economic Unit (CEU)	Post - only; 1976 baseline	
5.2.2	Self-Awareness	Positive attitude toward work and school.	WECEP Students	Post - only; Comparison and treatment	- Attendance - School Grades - C.M.I. Attitude Scale
5.2.3	Self-Awareness	Relate personal attributes to career possibilities.	Career Exploration Class (CEC)	Post - only each semester	C.M.I.: "Knowing Yourself:
			Consumer Economic Unit (CEU)	Post only; 1976 Baseline Compar.	C.D.I.: Scales A and B
5.3.1	Career Awareness	Increased knowledge of career related information.	Career Exploration Class (CEC)	Post - only	C.M.I.: Part 2 Comparison Test
			Consumer Economic Unit	Post - only	C.D.I.: Scale C
5.3.2	Career Awareness	Relate knowledge of work to personal interests.	Career Exploration Class (CEC)	Post - only	C.M.I.: Part 3 (Goal Selections)
			Consumer Economic Unit (CEU)	Post - only to establish baselines	ACT: Career Planning Program
5.4.1	Career Exploration	Exploration of non-traditional career fields.	Career Exploration Class (CEC)	List of exploration sites	Record Data; Student Master Records
			Consumer Economic Unit (CEU)	List of first three career choices; compare w/ 1974 survey exploration site choices	Record data.

Basic Skills Baseline Data (Continued)

Obj.	Outcome Area	Criterion	Treatment Group(s)	Design	Indicator(s) (Tests)
5.4.2	Career Exploration	Increased number of enrolled students who select non-traditional training experiences.	Collins	Post - only	DAT/CPP for both groups
				Post - only Enrollment data of frequency, sex, age by grade.	① Enrollment 1976 and 1977 ② Local questionnaire
			All of 9th Grade	Frequency count of enrollment in specified courses.	Record Data
5.5	Career Preparation	Technical competence and ability to transfer skills.	Cooperative work students.	① Correlate G.P.A. and employer rating of entry level skills.	① G.P.A. for each coop work student ② Employer rating ③ Program objectives

3. One existing career exploration unit was significantly improved.
4. Staff were employed in a manner consistent with their interests and abilities.
5. Project monies were not co-mingled with district funds.
6. The number of career exploration sites was increased, suggesting a good relationship with the local community.
7. A number of materials were disseminated under auspices of the project.
8. The project did engage a third party evaluator.

7. Conclusions and Recommendations.

Introduction. This evaluation lacks the statistical rigor possible when thoroughly defined treatments are employed and when precise outcomes are specified at the outset. The project has been in a development/pilot stage resulting in what appears to be a process of "muddling through."

In the context of a school district, these kinds of procedures should be perceived as a strength rather than a deficiency. Public schools are very resistant to change. Imposition of a new program, especially one that represents a significant departure from traditional procedures, is almost sure to fail.

Methods employed by the project have resulted in high levels of local commitment to the concept of EBCE. This is sure to have a positive effect in future years of the project.

Conclusions. Data presented in preceeding sections support the following conclusions:

Goal 1: Data Based Implementation

(a) A project objective was to operationalize three new offerings in vocational education and career exploration. Four were operationalized, exceeding the established objective significantly.

(b) The project has adapted the WECEP program for use in the Great Falls school district and conducted a pilot test of that adaptation.

Goal 2: Improvement Strategies

(a) One new exploration class has been added to the curriculum.

(b) A career exploration unit nested within a consumer economics class has been expanded and improved.

(c) The number of career exploration sites has been increased.

(d) Training in EBCE strategies was conducted for students and employers.

Goal 3: Guidance and Career Decision-Making

(a) Useful baselines on sex bias and sex stereotyping in course enrollments and career clusters have been established.

(b) Trends in sex stereotyping as manifest in course enrollments have been identified.

Goal 4: Placement and Follow-Up

(a) Constraints to the design and implementation of a systematic placement system have been delineated and documented.

Goal 5: Basic Skills

(a) Baselines have been established for assessing the effects of project treatments in future years.

Goal 6: Management

(a) Management procedures employed have resulted in the project satisfying requirements of the first years activities.

Recommendations. The following recommendations are based upon data presented in this report and general observation of the project.

1. A set of objectives directly related to implementation of fully developed components should be established and necessary resources allocated to their attainment.

2. The effects of newly developed and installed components should be assessed.
3. The rigor of newly developed components should be assessed, i.e., test their ability to produce desired outcomes under varying conditions.
4. Newly acquired District computer capabilities should be used to effect more systematic placement of students in explorative and cooperative work assignments.
5. A more comprehensive training program is appropriate, now that training requirements are known.

G. Personnel Activities

1. Project Staffing

Staff were assigned responsibilities in the following categories during this year of the project.

Placement	WECEP	Orientation (6-7)
Follow-Up	Pre-Employment Clinics	Orientation (9-10)
Curriculum Development	Work Experience Seminars	Career Information Centers
Internship	Volunteer Programs	Explorations (9-12)
Sex Role Stereotyping		

The project director assumed responsibility for public relations, policy revision, in-service training and evaluation.

2. Staff Development

Efforts were made to prepare staff for special assignments.

- All staff became thoroughly acquainted with the NWREL training and implementation manuals. Selected staff made the comparisons with RBS and AEL products.
- All staff attended the Commissioner's National Conference in Houston.
- Will Weaver attended A.V.A. in Houston and a Metric Education Conference for Vocational Education in Denver.

- Richard Wooden attended A.P.G.A. in Dallas and received training in Denver in using Vocational Exploration Group materials.
- Frances Jackson attended the 3rd National Forum on Education and Work in San Francisco, the national meeting on dissemination for Part D projects in Fort Worth, and the U.S.O.E./O.P.I. meeting on the Reform of Secondary Education in Billings.
- Charles Strand attended the workshop in New York sponsored by the Executive High School Internship of America.
- The staff attended several meetings of the State Advisory Council for Vocational Education and of the State Board for Vocational Education. They participated in three state meetings for Career Education.

H. Conclusions and Recommendations

The pervasive nature of many concerns included within a career education program suggest that a revised project structure would result in easier and more effective management of diverse activities.

At this time, it is expected that future project operations will be organized into improvement or expansion efforts with EBCE as the operational locus. Under this structure, the project can more readily address such concerns as sex stereotyping, congruence of work placement with student goals and many others.

APPENDIX A

career education

career information and placement centers

An Exemplary Career Education Program
in the Great Falls Public Schools

Great Falls Public Schools
1100 Fourth Street South
Great Falls, Montana 59401

INCREMENTAL IMPROVEMENT IN K-12 CAREER EDUCATION

It was apparent at the termination of the first three year Career Education Project that accessibility of adequate career information was critical for students in making career decisions. It was also apparent that the career information center at Great Falls High School, staffed by a paraprofessional, was very effective and provided the support mechanism needed by counselors in developing career guidance services. Evaluation results also proved that this approach was effective in the elementary school library in making young students more aware of career options. Excerpts from the final third party evaluation report immediately follow this abstract. Included are types of activities developed or influenced by the project and the conclusions and recommendations of the evaluator upon which the present application is based.

A concern within the district has been the utilization of test results. A method was designed and proved effective at Great Falls High School, and the intent of this proposal is to expand this kind of service to all secondary students. A service that Great Falls Public Schools could provide to smaller high schools within the county is accessibility to some of the anticipated computer program services.

The intent of this proposed Career Education project is to improve and expand the system for delivery of career guidance and placement services. The project will:

1. Develop Career Corners in the elementary school libraries.
2. Develop Career Information Centers in the junior high school libraries.

3. Develop a Career Information Center at C.M. Russell High School similar to that at Great Falls High School and add placement services in both.
4. Install a Career Information System using the increased computer capability of the district.

Outcome areas that will be addressed are:

1. Self-Awareness
2. Basic Skills
3. Work Values
4. Work Knowledge
5. Work Habits
6. Work Seeking/Obtaining Skills
7. Career Decision-Making Skills
8. Placement
9. Continued Education

Phyllis Williamson, Library Supervisor, and the principals have been involved in the planning of the centers. Nick Cetto, Supervisor of Data Processing, and the Career Education staff have been investigating a computer guidance system for three years. With the purchase of a new computer the Great Falls Public Schools now have the necessary capacity to install such a program.

Data/results obtained from the proposed activities will be available 60-90 days after termination of the project.

A copy of this application has been submitted to the State Career Education Coordinator, Helena, Montana.

VOCATIONAL EDUCATION

A RESEARCH AND DEMONSTRATION PROPOSAL

Sex Bias/ Sex Role Stereotyping

GREAT FALLS PUBLIC SCHOOLS
1100 FOURTH STREET SOUTH
GREAT FALLS, MONTANA

ABSTRACT

Great Falls School District #1 wishes to submit this proposal for funding under RFP #13.493 Section 131(a) of Part C of the Vocational Education Act of 1963.

The area addressed is Priority B, Sex Role Stereotyping and Sex Bias. The scope of this project is:

> (1) to identify the factors that influence sex role stereotyping and sex bias in educational counseling and instructional materials and strategies, and (2) to identify, develop and evaluate counseling and educational strategies and materials that can be utilized to eliminate sex role stereotyping and sex bias.

The materials and strategies will be utilized in schools and evaluated as to their effectiveness in meeting the above stated objectives. The evaluations will be utilized to revise the materials for a published format consisting of a resource directory, a training manual and a slide/tape presentation to be distributed to those persons working with vocational education programs.

The proposal was developed with the assistance of the General Assistance Center, Weber State University, Ogden, Utah; the SEE Institute, Rocky Mountain College, Billings, Montana; District Title IX Coordinator; the Director of Career Education; and the Director of Vocational-Technical Education.

It has been reviewed by the Title IX Specialist of the Office of Public Instruction.

APPENDIX B

Staff being prepared for night school study

4/19 Ex

Night school for students up to 21 years old starts Sept. 27, and this year Frances Jackson, director of the program, won't even make a guess what the enrollment will be.

The reason? The program was started spring semester last year and Jackson budgeted and planned staff for an enrollement of 50 students from both Great Falls high schools.

Instead, she ended up with a maximum enrollment of 195 at Great Falls High and 147 at C. M. Russell.

"We're securing staff right now," she said and added: "After our experience last year I'm afraid to predict enrollment."

She said two new courses have been added — science and shop — to go along with the basic English, mathematics, history, American history, IMB typing and art.

The night school is set up so students who drop out of school to go to work or for any other reason can pick up credits toward graduation.

She said that last year some students did graduate through the program and some picked up enough credits to return to regular classes.

The classes are broken into three-week modules. Students can complete one module, drop out and return later without losing the credit gained.

Three 3-week modules earn a student ¼ of a credit; six modules (18 weeks) ½ credit, and 12 modules (36 weeks) a full credit.

The first three-week module begins Sept. 27, and she said those interested can sign up by calling the counseling offices at the high school they normally would attend. Classes run from 6:30 to 10 p.m.

Jackson noted that last year's program was scheduled to run through May 28, but ran overtime (until about the middle of June) to allow students who may have needed one module to graduate or to go back to regular classes to complete their requirements.

Career education to be tested here

By JOHN BARBER 9-18-74
Tribune Staff Writer

School Dist. 1 in Great Falls is the only district in Montana selected to field test a career education program earlier piloted in four communities in the United States.

Frances Jackson, director of career education for Dist. 1, said the district was picked by the U.S. Office of Education and will receive a $100,000 federal grant to improve and expand all vocational and work experience programs the district now is offering, and to develop new programs.

She said schools which are field testing the model programs include at least one in every state and territory, selected on a competitive basis.

Jackson said districts interested in developing a proposal can submit it to be judged on a competitive basis.

She said those submitting proposals had some choice about how they wanted to approach using the models developed: They could come up with a proposal for alternative high schools; a proposal for organizing curriculum around 15 occupational clusters, or they could select the area that School Dist. 1 did - improve, expand and develop vocational and work experience programs.

Jackson used distributive education as an example of an "experience" program. The district has a distributive education program.

Another example is an internship program, which the district does not have but hopes to develop.

She said one of the important things in the model she and her staff and teachers came up with is the fact that students go out and spend two to five days exploring different careers before they decide what type of program they want to go into.

She said the career exploration part of the model is "very dependent on community cooperation."

Jackson also noted that Employment Security Division personnel, labor unions, business people, school board members as well as counselors, teachers and administrators worked together to set up the program.

But before programs are developed, Jackson said a student survey should be conducted to determine their wants and needs, and she adds that manpower needs also should be assessed before new programs are set up.

"Don't train them for something that isn't going to exist," she said.

While the new programs haven't been set up yet, she said, "we think we know the areas we should go into."

She said the career ed department is looking at some kind of improvement at the junior high level. Specifically, she said the district would like to apply for state approval of a Work Experience Career Education Program (WECEP).

In that program, 14-8through 16-year-olds are allowed to work as part of school experience. She said the Department of Labor sponsors the program, and the state has authorization to approve the WECEP program on the local level.

The program has been so successful in other parts of the country that legislation was put through to allow the program in spite of child labor laws, Jackson said.

She notes that the proposal has strong career guidance and placement components in it. The program requires careful supervision because of the age of the students involved, but she said educators are "finding out that junior high kids are disenchanted with school. Work makes them see how important it is and how little they know and they take school more seriously."

Jackson, who said the grant is refundable for two additional years "always contingent on Congress," commented that she expects some "concrete development work" early in October.

That would be after directors of career education programs from six states — Montana, North and South Dakota, Wyoming, Utah and Colorado — meet in Denver Sept. 27-28, to go over "some of the things we must be aware of."

She said one reason why Great Falls may get off to a fast start is because so many teachers and staff members were involved in the development of the program.

Two new career education programs already started are food services at C. M. Russell High, in which students learn commercial preparation of food, restaurant management and catering; and child development at Great Falls High, in which students learn child care and child development for work in nursery schools and day-care centers. Jackson said the latter program is as close as the district can come to an internship. Otherwise, it probably will be at least a year before an internship program is developed in the district.

If an internship program comes this year, she said it probably would be with just two or three students to see how it works.

"We hope to have that developed by the third year, and possibly by the second," she added.

Students get training on the job

10-14-76

By JOHN BARBER
Tribune Staff Writer

School Dist. 1 students, from grade school through high school, are getting a little expertise in subjects ranging from horseshoeing to history, thanks to the Community Resource Center.

The center, a combined effort of the Volunteer Action Center and School Dist. 1, has 500 "resource persons" on file, who upon a teacher's request will go to a school and talk on vocations and occupations in their field.

Last year the resource center responded to 425 requests from teachers which led to visits to all but three schools, according to Joy Francke, who coordinates the program.

Francke said this is the third year for the program, which answered some 200 more requests during the 1975-76 school term than it did the year before.

This year the program has been expanded to include not only schools, but clubs, church groups and other organizations which request a resource person to talk on almost any subject.

The philosophy of the center, Franke said, is that "we have 500 resource people on file, from languages to cooking to horseshoeing. If it isn't in our file, we hunt around for people."

She notes that in addition to sending resource people to Great Falls schools, the center also arranges field trips for other schools. Last year, she said, five such trips were arrannged for the Ulm school.

The resource center arranges the trip; all other arrangements, such as transportation, must be made by the school involved.

What are students most interested in?

Francke said Montana history is one area which was requested a lot last year, because of the Bicentennial.

She said there was a lot of it interest in "old-time crafts."

However, Franke said there also is as much interest in learning about different occupations and arts and crafts.

She is anticipating a growing demand for "resource persons" since the center has opened the door to clubs and other organizations.

In the past the center has set up mini-courses for the YMCA and also for the Girl Scouts. It also has set up field trips, such as the those in which the Ulm school participated.

She noted that while some schools have not taken advantage of the program, at Paris Gibson Junior High students have the option of attending study hall or going to hear a resource person — one of which is on every day.

Paris Gibson students have had the opportunity to visit with scuba divers and spelunkers (persons who explore caves), ski team members and others.

To take a typical week, Janet Inlow is scheduled to talk arts and crafts to a class at Sunnyside, Homer Clark will talk to students about rocks and crystals at Franklin, and Anita Rognas will talk to Lowell students about politics. That is the schedule for the week of Oct. 10. Her booking list runs through Oct. 29.

How does she find volunteers?

At times, she said, a teacher will request someone to talk on a particular subject for which there is no resource person in her file. In that case, she turns to the yellow pages in the telephone directory.

She adds that the program is such that she and her secretary cannot always keep up with it and asks if there are any volunteers out there?

Experience program offers realistic look at work world

By JOHN BARBER
Tribune Staff Writer

Some East Junior High ninth graders have gotten a realistic look at the work world, thanks to a work experience program offered at the school.

What it amounts to, says William Collins, head of the program at the school, is placing students on the job for a week in the work area of their choice.

Some students work in doctor's offices as lab technicians, in hobby shops and sporting goods stores, and in service stations.

In some cases, Collins says, kids have been "turned on" by a particular occupation, and in other cases the reaction has been just the opposite.

Collins says one student who worked in a service station washed cars all the time. "I don't think he was too wild about it," Collins commented.

The program — it was mainly Collins' idea — evolved because "we wanted to find something that would stimulate them toward a career, or at least give them an idea."

Collins said the reaction from businesses which took on the 18 ninth graders was good, but he said that many thought it should be extended to two weeks.

Collins says he is hoping to do that if the program is carried on again next spring.

He noted that students spent about an hour a day on the jobs for which they received no pay. But as part of a career education course, they do receive credit.

He said cooperation from parents also was good. Parents were responsible for the students' transportation to and from the job.

"The kids went out and hustled the jobs themselves," noted Frances Jackson, head of career education for the district.

Jackson said one student, asked what he had learned, answered he had "learned how to cheat on income tax."

All but two out of a class of 20 found jobs, Collins said, adding that two students who "taught" elementary classes "were very excited about it." And one ended up with the desire to become a veterinarian.

Collins, who has a degree in counseling, says he also is asking students in the semester-long career education course to prepare 40 job briefs, eight of them in areas they might be interested in entering.

"The world of work keeps changing," Collins said. "A fellow had better have something he can pull out of a hat."

Firms that placed the students were Great Falls Sporting Goods; The Hobby Shop; Dr. J. Alton Ross, physical surgeon; Dr. Harry Roch, dentist; Campbell Animal Clinic; Dr. Kenneth C. Small, dentist; Tracy's; Lewis and Clark Elementary School; Northwest Arms, Morris Sporting Goods; Richard D. Stevens, architect; Ashby's Union 76; Royal Motors; Montana School for the Deaf and the Blind; The Tribune; the National Weather Service and Tom's Standard Service Station.

Teen-agers learn art of parenting

WASHINGTON (AP) — It might look strange to see 17 husky members of the North High School football team in Fremont, Calif., playing blocks with nursery school tots or helping them resolve a quarrel over who is "next" on the playground swings.

But these boys, like thousands of other high school boys and girls, are participating in a new "Exploring Childhood" course, developed under a grant by HEW'S Office of Child Development.

Teen-agers in more than 1,200 public, private and parochial schools across the country are learning about early childhood in class, through booklets, films and group discussions.

Then they put what they have learned to work by interacting with youngsters in day care centers, Head Start centers and kindergartens. Later, the teen-agers meet again with their high school teachers to discuss their experiences and observations.

In the process of learning the difficulties and responsibilities of parenthood, they are becoming better equipped to be parents themselves, says Frank Ferro, associate chief of the Children's Bureau.

As more and more mothers work and families become smaller, many teen-age boys and girls miss the opportunity to learn about "parenting" at home, Ferro points out. Thirty per cent of the teens who participated in "Exploring Childhood" field tests had no younger siblings and no child care responsibilities in the family.

Teen-age boys and girls find that in the course they establish a special rapport with pre-school children, Ferro notes.

A high school student here said that he "learned from the kids and they learned from me. They made me feel I was very important to them."

A woman on the staff of a nursery in Lowell, Mass., [illegible] working with the children and remarked, "Some of the teen-age girls are so involved in the field work that they stay at the nursery school until late in the afternoon."

Project would look into sex bias

School Dist. 1 is applying for approximately $25,000 in federal funds for a research project that will cover the area of sex roles, stereotyping and sex bias.

Willard Weaver, consultant for the district's Career Education Department, said the project would "take a look at counseling and instructional materials and evaluate whether it is free of sex bias and stereotyping. From that we can identify some instructional strategies to help in the utilization of materials that we do have."

He said sex bias and stereotyping may be subconscious.

"We need to have more awareness of the effects of things we do that for the most part are unconscious," he said and as an example remarked that discipline for a girl may be different than for a boy.

He said the project also would "take a look at coping skills," and added "we hear all the time that people lose jobs not because of a lack of ability but because of the lack of ability to get along with fellow employes or their employer."

And he said it would take a look at the types of skills and needs in non-traditional jobs, such as a woman carpenter or a male secretary.

Weaver commented many more jobs are opening up for women because of new attitudes. Women are going into jobs that once "were predominately men."

He said knowing what we are doing to eliminate sex bias and stereotyping is a priority when it comes to applying for federal grants.

"Particularly on the federal level, this is one of the 'musts,'" he said and commented that in one of the new amendments to the education act, $60,000 was earmarked to eliminate this thing in Montana. He said funds also are earmarked for the same thing in the rest of the states.

Weaver said the district, in conjunction with the Community Resource Center, is in the process of establishing a speaker's bureau to identify people working in non-traditional jobs in Cascade County.

He noted there probably would be about 30 persons involved in the research project, including secondary and post-secondary instructors and counselors.

Dropout school figures add up

By JOHN BARBER
Tribune Staff Writer

Enrollment at the School Dist. 1's Night School for Dropouts is approaching the high of 250 turned in last year, says Richard E. Wooden, career education consultant.

But, adds Wooden, the very nature of the program results in fluctuations of enrollment.

The program is set up in three-week modules. A student can attend one module, drop out and then pick up another module without losing credit.

Wooden said enrollment is increasing because "some seniors are feeling the crunch of trying to pick up an extra credit." He estimated that fourth module enrollment would be about 20 per cent higher than the 223 who attended the third unit.

Wooden, who noted that classes are kept small (usually about 15 students), said probably 50 per cent of the students attending night school are thinking about going back into regular classes.

"Some students are taking more responsibility for their own programs; checking up on themselves and where they are going," Wooden said.

The night school, he said, "hopefully will make it easier when they go back to regular class."

He added that the night school is not a [illegible] 10 to 15 p[illegible] the progra[illegible] not go b[illegible] program [illegible] cent "a[illegible] — cha[illegible] [illegible] miss per unit [illegible] missed is made up.

"If they miss two, they're supposed to lose credit," Wooden said but added that "some teachers are more flexible."

Wooden said there currently are no students who are attending regular classes and the night school because of the philosophy that if the student isn't making it in the regular classroom, adding the extra work of night school will not help.

Noting that attendance after the completion of two modules is 223, Wooden said two classes have been added this year: science and shop.

Eight students are taking shop, 29 science.

Other courses offered, and enrollment in them, are English 78, art 7, U.S. history 36, world history 18, mathematics 41, science 29 and typing 8.

Wooden said the third module just ended but the enrollment figures are not yet in for it. The above figures are for the second module.

Wooden said the next module which students can enroll for is the fifth, which will start after the New Year holiday. Enrollment is [illegible]h the high school t[illegible]ally would attend.

He noted [illegible] student receives [illegible] credit for successful [illegible]ting three modules, [illegible]sarily in succession.

Success[illegible]pleting a full year [illegible]ght school would give the student one credit. That has not happened yet, Wooden said, because the program was started during the second semester last year and is not yet a year old.

Wooden said the success of the program comes from close personal contact between the teacher and the student. And he added that surveys of school dropouts indicate that lack of personal contact in regular classroom situations is one reason given by students who drop out.

The night school is no "panacea," he said, but it does "bridge the gap for kids who drop out and if we can get them back into the regular program or find something else for them."

Caring for children not eggsactly easy

By JOHN BARBER
Tribune Staff Writer

The girl returned to the Morony Natatorium office. Her baby, left there while she was practicing for the Great Falls High School swimming team, was gone.

In its place was a ransom note. The girl paid the ransom and got her baby back.

But in this case the "baby" was an egg and the ransom she paid was a phony $25 bill she drew up.

And the kidnaping was pulled off by a couple of other students who told the girl she would never have left a child alone in the Natatorium office as she did her egg.

The incident was one which came about because of a career education program at Great Falls High School involving child care.

The assignment for each student for a week was to treat an egg — they were hard-boiled — as though it were a child. That meant, says Debbie Sullivan, the teacher, that if a member of the class went on a date, or skiing — or swimming — the egg went along...unless, of course, the student could find an "egg-sitter."

The object, said Sullivan, a GFH teacher for six years, was to teach just how time-consuming caring for one's own child really is.

And she said several members of the class — which is composed of 21 girls and three boys — "decided they had too many irons in the fire" right now to be involved in raising children.

Sullivan also noted that several members of the class are married and have children. "The class listened to them because they have the actual experience," she commented.

The egg assignment was part of a class called Home Economics Related Occupations (HERO), and is a pilot program established this year under the auspicies of the School Dist. 1 Career Education Department.

Sullivan's area is child care services, while another GFH teacher, Lennie Hill, specializes in food services. Both went to Denver, Colo., earlier to take a look at home economics programs and innovations.

There also is a clothing services area of HERO, but "we haven't picked up clothing services yet," Sullivan said.

Sullivan said the class is a form of a work-study program. Students have classes each day and spend afternoons at field sites such as church nurseries, day care centers, doing private tutoring of children' working in special education or at Longfellow Elementary working in the Follow-Through program.

The area that seems to interest the most students is special education, where eight from the class are doing field work and getting experience that "hopefully will lead to jobs after graduation," she said.

All students in the class must be seniors and must have taken Home Ec 1 and 2.

The year-long course can be taken for one credit (by attending only the classes) or two credits (by adding the 5 to 10 hours a week of field work), Sullivan said. She added that all of the students opted to go for the field work and two credits.

The course covers exploring careers in child care and learning parenting skills and offers a chance to find out how well a person gets along with children, Sullivan noted. She added:

"It's good experience for them to decide if they really want to work in special education, or teach home ec, or work in a day-care center."

She said one girl plans to start a day-care center after she graduates.

And if they don't go into a child care career, they still have the parenting skills, Sullivan added. That's where the egg came in.

One took her egg skiing and checked it into the day-care center at Showdown — which caused considerable puzzlement until the situation was explained.

Sullivan said that each month she tries to visit a site where her students are doing field work. And she tries to visit with each student (at the field site) four times a year.

That allows her to see what students are doing and that things run smoothly, and it also enables her to see things that might be lacking in the on-the-job situation and cover them in the classroom.

Sullivan said she is "amazed at the number of students interested in children; not just becoming parents," and adds that there is a definite need for the program.

She said the pilot class was able to take only 24 students, but 40 or 50 applied.

Noting that students originally thought the class was just for girls, Sullivan said "we recruited the fellows." They are working with special education children.

Sullivan also said the program would not be hard to implement at other schools because there are enough centers around the city to provide them with the field sites.

A graduate of GFH, Sullivan thinks child care occupations have a lot of potential.

"A lot of women are working and want their children to have quality care when they're away from them," she commented.

She said students also learn about the world of work — such things as handling checking and savings accounts, making loans, handling income tax and insurance, on-the-job responsibilities' and such things as writing letters of applications, what to wear and say and how to act on interviews.

"Or how not to bring mother along on an interview," Sullivan added.

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School program offers job experience to youth

By JOHN BARBER
Tribune Staff Writer

Some of the people at School Dist. 1's Career Education office are looking for jobs. And no, they're not planning on moonlighting.

The jobs they are looking for will be for 11 students enrolled in a Work Experience Career Exploration Program (WECEP).

"What we're doing is getting a limited number of ninth graders out in the working world, gainfully employed," said Charles Strand, elementary consultant in the Career Education Department.

Strand notes the program, which will start at the beginning of the second semester in February, also includes a work-related class, so participants also will get credit.

Strand said the program will begin on a small scale with the 11 students at East Junior High School, where it is being coordinated by Rudy Preite.

It is hoped it may expand to the city's other three junior high schools, but that depends partly on schools indicating their interest (several already have, Strand said).

And it also depends on the availability of jobs in which the students can be placed.

"We had to start small because we're limited by the number of jobs," Strand commented and added that "this is a depressed time of the year when unemployment is high."

He noted that, too, some employers may not be willing to hire the students — they are all 14- and 15-year-olds — for just three hours a day.

Students can work 23 hours per week but only three per day, Strand said. The other eight hours can be made up during the weekend.

He noted that another thing limiting job availability is federal regulations which exclude certain types of jobs, such as manufacturing activities, canning or bottling operations, switchboard operation, work involving use of pits, racks or lifting apparatus and loading and unloading goods from a truck.

Occupations permitted include clerical or office work, dispensing gasoline and oil, car washing, work in restaurants, sales, errand and delivery work on foot, counter work and cleanup work in office or store areas.

Strand said the 11 students (six boys and five girls) already have been selected, but jobs for them have not yet been located.

The elementary consultant said schedules can be arranged so participants can be on the job during school hours, not just after school — although, because students have to keep up on their regular classes, after-school hours are preferred.

Strand said a second problem is transportation. Since the students cannot drive automobiles, parents had to give written permission and take responsibility for transporting students to and from the job.

"That eliminated a lot of applicants," he noted and added that financial need also was a criteria in selecting the students.

He said approval by the state and federal government is needed and that an amendment to U.S. child labor regulations had to be approved before the programs such as WECEP could be started.

Social security and withholding taxes also must be paid on the students' wages.

But Strand said most of the problems have been worked out. Now among the only things needed are 11 jobs and "we're looking for some help in locating them."

So anyone with a job can call the Career Education Department, says Strand.

It will help the Great Falls school district — at least as far as Strand knows — become the first in the state with WECEP.

CMR STAMPEDE

VOL. 12, NO. 10 C.M. RUSSELL HIGH SCHOOL Feb. 18, 1977

Food Service to cook dinner

What would it be like to make 2,000 egg rolls? The Food Service Class is cooking a Chinese dinner for the Humane Society. It will be held March 5, at 6:30 p.m. in the Trade and Industry building at the fairgrounds.

The dinner is open to the public and the tickets cost $5. The tickets must be purchased from the Humane Society office before Monday.

The class has been preparing for several weeks doing such things as making 2,000 egg rolls and cooking 50 pounds of rice, (which triples when it is cooked, 150 pounds), to be served over one million chow mein noodles.

The menu for the dinner is as follows: egg rolls, beef chow mein served over noodles, shrimp fried rice, and tea.

Entertainment will include a play titled "The Final Dress Rehearsal" presented by the Electric City Community Theater and songs by the Cary Singers.

News Briefs

Backpacking expert speaks today

Mr. Steve Popson, a speaker on winter backpacking, will be in the library today during third and fourth periods. All students with free periods or study halls are invited to come.

Mr. Popson has been provided as a speaker by the Community Resource Center of Great Falls. Other speakers are scheduled to appear at various times throughout the school year, according to Librarian Lynn Allison.

Career education: just what is it?

Career education and what it should be were questions dealt with at a meeting this week in Great Falls — the second of three sessions to be held in Montana designed to gather input into career education.

Richard C. Bennett, member of the State Board of Public Education, said most people don't know the definition of career education, and when they find out what it is, they ask, "Aren't the schools doing that now?"

A pilot program in career education in Great Falls at the primary level attempts to infuse career information into the regular curriculum, it was stated at the meeting.

Teachers present career situations within the classroom, give information about careers so students can imagine a particular job situation, can project themselves into a real life job situation and can gain a clear idea of the physical or psychological demands of a particular job before investing years in a career that might ultimately prove unacceptable to that person.

Because of the ability of primary teachers to apply career information to all phases of the course of study, career education becomes a part of science, a part of math and a part of everything a child does in school.

It was brought out that secondary teachers operate in a less flexible situation where the emphasis has been more on expanding opportunities for young people to work within the community in an executive training program — work for which the student is paid while receiving high school credit.

It was noted an attempt is being made to formulate a program in which students can do volunteer work in the community. An example would be a junior volunteer in a hospital.

One person said the need to define career education stemmed from the fact that without a proper definition, and economic justification, the legislature will not appropriate funds.

Another said while career education should be infused through the whole system, requires its own funding?

Some educators at the meeting felt this kind of career education and career counseling at an early age never had been offered in depth before.

Others, while granting its validity as a concept, saw no need for career education to be carried on as a separate thing; if it is necessary for young people's life and happiness, it should be something every child gets.

It also was pointed out parents and taxpayers are viewing education with a great deal of frustration because of the fragmentation of education into special education, vocational education, career education and others — a fragmentation always presented in the context of funding.

It was felt perhaps it should be presented as another mechanism to totally educate children.

The meeting — an earlier one was held in Helena — was sponsored by the Institute for Educational Leadership of George Washington University.

Its purpose is to encourage policy makers among educators, legislators, school boards, administrators and concerned lay people to look at issues from more than one point of view.

"Our goal through these seminars is to formulate cooperatively a series of policy recommendations that will have a positive impact," said Bennett. "The object is to break the confusion with vocational schools and to achieve a better understanding about what career education is and is not."

It also was pointed out that the cooperative education program at the College of Great Falls "has had an overwhelming response from the business community."

There were 425 requests processed by the Voluntary Action Center for persons to talk to students about their fields in the last school year.

HS office ed students do well at state leadership convention

Electric City Office Education Association members brought home 19 trophies from the eighth annual state OEA leadership meeting held recently in Missoula, thus qualifying for the national OEA conference May 6-11 in Houston, Tex.

The girls qualified by placing in the top three in various competitive categories at the state meet. The competition came in areas ranging from job interviews and a job manual to typing, shorthand, verbal, computer and other skills.

Great Falls High girls brought home 16 trophies, but although C. M. Russell qualified only three girls, that was 50 per cent of those who attended the Missoula conference. Only six Russell OEA members entered the competition.

Suzanne Baer received the second-place chapter trophy won by the CMR club; Donna Hennessey took second in records management clerk, and Colleen Korder second in office services clerk.

The chapter trophy was won b.v Kalispell, with Libby third.

Great Falls High's qualifiers were Linda May, first in extemporaneous verbal communications I, second in general clerical I and information-communications clerk I and third in advanced job interview; Leslie Sweeney, first in data processing computer clerk and third in job manuals; Julie O'Hare, first in stenography I; Kelly Fong, second in stenography I; LuAnn Bodner, first in extemporaneous verbal communications II; Vickie Knowles, second in job manuals; Patricia Brannon, second in extemporaneous verbal communications II and third in typing and related II; Brenda Clough, third in data-processing computer clerk; Patty Rafferty, third in stenography I, and Kathy Corbally, third in advanced stenography II.

Close to 300 of the OEA's membership of 343 students participated in the state conference. The organization started in 1973 with 83 members.

Linda May of GFH is the state president; Paula Tuss of CMR state treasurer.

Other schools participating were from Missoula, Billings, Livingston, Havre, Columbia Falls, Hardin and Roman.

Student helpers do fine, publicist cringes, during cat surgery

By JOHN BARBER
Tribune Staff Writer

East Junior High School ninth graders Patty Kresanek and Cindy Jeors say it definitely was their cup of tea; school information consultant Audrey Olson says it definitely was not hers.

They were talking about an incident which occurred during a three-week EJH career education program in which the girls spent time as veterinarian technicians for Dr. William A. Rogers at the Animal Medical Clinic.

It seems Olson went out to take pictures of the girls' activities and got there just in time for some action shots of surgery. Olson said it was more action than she wanted, and confessed to a loss of dinner and appetite for a day or so after watching the doctor neuter a cat. She says next time that's one assignment she is more than willing to miss.

The girls say it did not bother them, but added watching the doctors perform eye surgery was one of the things they didn't like about being veterinary technicians. Another thing they didn't like was putting animals "to sleep."

They did such things as preparing animals for surgery, dental work, developing X-rays, helping with surgery and physicals and giving vaccinations.

They added that the sight of blood doesn't bother them — "not any more."

As for the eye surgery, Kresanek says they helped in two operations. "The eye staring at you makes you feel strange," she said, adding she prefers teeth cleaning. "You'd be surprised how much dirt is on their teeth."

But they added they both like animals and helping animals. "And it was pretty interesting. There's not much we didn't like."

In fact, both said they are definitely thinking about becoming vet technicians, which takes two years of additional training after high school before taking a state board examination.

This is the second time EJH has offered the program, this time for three weeks on the job rather than one week, says Bill Collins, EJH career education teacher who added that it was "rather successful."

Collins said students learned "what it's like learning while working, which is a lot better than being in the classroom all the time."

Some 20 students and 16 teachers, doctors and other business people were involved in the program. Firms providing the jobs for the ninth graders were Dr. Edward F. Abbott, dentist; The Workshop (small engine repair); Mazie's; Tenth Avenue IGA; the National Weather Service; the Animal Clinic; Easter Seal Adult Training Center; Montana School for the Deaf and the Blind; Lewis and Clark Elementary library; Grady's Realty; Ashby's Union 76; Doran Animal Hospital; Bonnie Huhn, lab technician for Dr. J. A. Ross; Anthony's, and Body and Sole Boutique.

APPENDIX C

Sent To All Teachers Who Completed The In-Service Training Conducted By The District

Dear Colleague:

Would you please take a few minutes to provide us with some information about Career Education Insturctional activities you have used?

As part of the evaluation of the current Career Education project, we are attempting to determine the extent to which certain career education practices have diffused throughout the district.

On the opposite side of this card, would you please check the appropriate spaces to identify which career-related activities you have used THIS YEAR, and the approximate number of times you have used each?

Please return the completed card to:

Frances Jackson
Career Education Program
Great Falls Public Schools

Grade Level You Teach: _____ Years You Have Been Teaching: _____

Please check each of the appropriate spaces below.

Career Education Activities	Used		Approximate Frequency Per Year				
	Yes	No	1	2	3	4	5
Special Career Instructional Units	☐	☐	☐	☐	☐	☐	☐
Career Fieldtrips	☐	☐	☐	☐	☐	☐	☐
Resource Persons	☐	☐	☐	☐	☐	☐	☐
Career Related Films/Filmstrips	☐	☐	☐	☐	☐	☐	☐
Career Related Books for Students	☐	☐	☐	☐	☐	☐	☐
Role Playing	☐	☐	☐	☐	☐	☐	☐
Simulation Games	☐	☐	☐	☐	☐	☐	☐
Interviewing Workers	☐	☐	☐	☐	☐	☐	☐
Developing Career Briefs	☐	☐	☐	☐	☐	☐	☐
Interest Tests	☐	☐	☐	☐	☐	☐	☐
Ability Tests	☐	☐	☐	☐	☐	☐	☐
Career Counseling	☐	☐	☐	☐	☐	☐	☐

Please list any other career-related instructional activities you have used which are not included above.

a._____ b. _____

TABLE

Use Of Career Education Activities By Teachers Who Completed Project In-Service Training

Career Education Activities	Grades K-3 *						Grades 4-6						Grades 7-9						Grades 10-12					
	% Who Used This Activity	Approx. Freq.					% Who Used This Activity	Approx. Freq.					% Who Used This Activity	Approx. Freq.					% Who Used This Activity	Approx. Freq.				
		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
Special Instr. Units	63	-	50	-	10	10	25	40	20	-	-	-	12	-	-	-	100	-	42	-	-	-	20	20
Career Fieldtrips	75	42	8	17	8	-	30	50	50	-	-	-	12	100	-	-	-	-	25	-	33	33	-	33
Resource Persons	75	8	25	-	25	8	65	-	15	23	15	23	38	33	33	-	-	-	66	-	12	-	-	50
Career Related Films/Filmstrips	82	7	15	7	15	15	45	-	22	11	22	33	38	-	-	-	66	33	58	14	14	-	14	14
Career Related Books for Students	81	-	15	15	15	38	55	-	9	9	9	45	37	-	66	-	-	-	33	25	25	-	25	25
Role Playing	69	-	18	27	18	18	30	-	17	67	-	16	38	33	33	-	-	-	25	66	-	-	-	33
Simulation Games	31	-	20	20	20	20	10	-	-	100	-	-	-	-	-	-	-	-	25	33	66	-	-	-
Interviewing Workers	12	50	-	-	-	-	20	25	75	-	-	-	-	-	-	-	-	-	33	50	50	-	-	-
Dev. Career Briefs	6	-	100	-	-	-	30	50	16	16	-	-	13	-	-	-	-	-	16	100	-	-	-	-
Interest Tests	12	50	50	-	-	-	10	100	-	-	-	-	50	75	-	-	-	-	8	100	-	-	-	-
Ability Tests	12	-	100	-	-	-	5	100	-	-	-	-	25	100	-	-	-	-	17	50	-	-	-	-
Career Counseling	12	100	-	-	-	-	20	50	25	25	-	-	25	-	-	-	-	50	42	20	20	-	-	-
$\bar{x}$ Years Teaching Experience	9.93						11.2						9.5						12.9					
Range In Years Experience	4-22						4-26						4-12						5-24					
Other Activities Noted	o Making career booklets o Songs o Art Work o Career Day Stories o Special instructional units on Vet. Med., foreman, dairy, etc.						o Career Carnival o Parents speak to class about their occupations o Careers in various subject units						o Instructional unit on Consumer Math						o Reference materials o Pamphlets o Letters of application o Writing business letters o Career Information Unit					

*All entries are percentage of respondents.

Sent To Employers In Cooperative Work Programs

Would you please take a few minutes to help us in conducting an evaluation of the Great Falls Public Schools cooperative work program?

For the student named below, would you give us your ratings of his performance in each of the work categories listed?

You need only drop this card in a mailbox to return it to us. Thank you for your valued assistance.

Student Reported On: _____ Date of Report: _____

Title of Student Work Position: _____

Work Category	Performance Rating			
	Good	Average	Poor	Don't Know
Job/Technical Skill(s)	☐	☐	☐	☐
Use of Skill(s) On-The-Job	☐	☐	☐	☐
Quantity of Work Produced	☐	☐	☐	☐
Quality of Work Produced	☐	☐	☐	☐
Understanding Assignment(s)	☐	☐	☐	☐
Attitude	☐	☐	☐	☐
Relations With Others	☐	☐	☐	☐
Responsibility	☐	☐	☐	☐

Great Falls Public Schools
Great Falls, Montana

Grade 7 8 9 10 11 12 Age____ Sex M F

School CMR GFHS NJH WJH EJH PGJH

Have you selected a career goal? Yes ____ No____

If yes, what is the general nature of your goal? (For example medicine, auto mechanics, agriculture)

_____

What school activity or experience has influenced your decision? _____

_____

Great Falls Public Schools
Great Falls, Montana

Grade 7 8 9 10 11 12 Age____ Sex M F

School CMR GFHS NJH WJH EJH PGJH

Have you selected a career goal? Yes ____ No ____

If yes, what is the general nature of your goal? (For example medicine, auto mechanics, agriculture)

_____

What school activity or experience has influenced your decision? _____

_____

Great Falls Public Schools
Great Falls, Montana

Grade 7 8 9 10 11 12 Age____ Sex M F

School CMR GFHS NJH WJH EJH PGJH

Have you selected a career goal? Yes ____ No ____

If yes, what is the general nature of your goal? (For example medicine, auto mechanics, agriculture)

_____

What school activity or experience has influenced your decision? _____

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Great Falls Public Schools
Great Falls, Montana

Grade 7 8 9 10 11 12 Age____ Sex M F

School CMR GFHS NJH WJH EJH PGJH

Have you selected a career goal? Yes ____ No ____

If yes, what is the general nature of your goal? (For example medicine, auto mechanics, agriculture)

_____

What school activity or experience has influenced your decision? _____

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Great Falls Public Schools
Great Falls, Montana

Evaluation of Career Explorations

(Circle the Best Response)

1. Was the student dressed appropriately? Yes No

2. Should the student have had more orientation or background information before coming to this exploration site? Yes No

3. Did the student behave in an appropriate manner? Yes No

4. Would it have been better for the student to spend more hours per day with you? Yes No

5. Should the student have had fewer hours per day but more days? Yes No

6. Would you keep the time about the same but have fewer days? Yes No

   More days? Yes No

7. Would you like to have had more information about the program before the student came? Yes No

8. Would you or your business or agency be willing to have a student visit you again? Yes No

9. How many students would you suggest should visit at one time? _____

10. Are there other jobs or career fields in your organization that students could explore? Yes No

    Please List.

    _____

    _____

    _____

11. Please expand on any of your answers or add additional comments if you wish.

    _____

    _____

    _____

    _____

Great Falls Public Schools
Great Falls, Montana

Career Education Program

QUESTIONNAIRE 1.1.4

Your Grade: _____ Your Age: _____ Your Sex (M)(F): _____

Please give us an estimate of your grade point average: _____

I am enrolled in:

Distributive Education	☐	Office Education	☐
Home Economics	☐	Agribusiness	☐
Industrial Cooperative Training	☐		

1. What is your favorite subject in high school?_____

_____

2. What work assignments did you have on your job this year?

   a. _____

   b. _____

   c. _____

   d. _____

3. Do you have a career goal?

   ☐ No

   ☐ Yes. If yes,

   a. What is your career goal? _____

   b. What factors were MOST influential in your selection of this goal?

      (1) _____

      (2) _____

      (3) _____

      (4) _____

4. Do you have any hobby interests?

☐ No

☐ Yes. If yes, please name them.

a. _____

b. _____

c. _____

5. On what kinds of activities do you most often spend your money?

a. _____ c. _____

b. _____ d. _____

6. In what kinds of activities do you spend the majority of your free time?

a. _____ c. _____

b. _____ d. _____

7. Have you taken any tests to help you identify your career and/or personal interest?

☐ No

☐ Yes. If yes,

a. Who interpreted the results for you?

☐ Teacher

☐ Counselor

☐ Other (Specify)_____

b. How well satisfied were you with this interpretation?

☐ Very Well

☐ Adequate

☐ Not Satisfied

c. How useful were the results in planning your high school program?

☐ Very Useful

☐ Useful

☐ Not Useful At All

8. Was there any information you wanted to help you plan your high school program or formulate a career goal that was not available?

☐ No

☐ Yes. If yes, please explain.

_____

_____

_____

_____

_____

GREAT FALLS PUBLIC SCHOOLS
1100 FOURTH STREET SOUTH P. O. BOX 2428
GREAT FALLS, MONTANA 59403

Dear Parent:

The enclosed survey is meant to give you an opportunity to express your opinions about the Experience-Based Career Education (EBCE) class at school your son or daughter has been participating in. Most of the questions are to be answered on a scale of numbers from (1) to (5). The phrases at the top and bottom of each set of questions indicate what the scale means. A (1) may mean something like "Definitely No"; if you feel strongly that the answer to the question is no, then you should circle the (1). A (5) may mean "Definitely Yes"; if you feel strongly that the answer is yes, then you should circle the (5). The numbers in between (2, 3, 4) indicate an opinion somewhere in between "Definitely No" and "Definitely Yes." Some scales have different phrases, but they all work the same way.

Read the phrase above and below the numbers so you know what the scale means, then read each question and circle the number which is closest to your opinion. There are no right or wrong answers; your thoughts and feelings are the important things in this survey. The answers parents give will help determine how well the program is doing now and improve it in the future. Remember to circle a number for each item.

The name EBCE is used throughout this survey because a similar survey form is being filled out by parents of participating students at other locations throughout the country where this type of experience-based career education program is being developed. Thank you for providing information to help us improve the program.

Sincerely,

Frances Jackson
Director of Career Education

FJ:lm
Enc.

FORM 42A TRIBUNE

EXPERIENCE BASED CAREER EDUCATION

PARENT OPINION SURVEY

1. If you had it to do over again, would you want your son or daughter to participate in the Experience Based Career Education class?

Definitely No				Definitely Yes
1	2	3	4	5

2. How well do you think your son or daughter likes the Experience Based Career Education class compared with other school experiences?

Much Worse				Much Better
1	2	3	4	5

3. Have your received enough information about your son or daughter's progress in the Experience Based Career Education class?

Definitely No				Definitely Yes
1	2	3	4	5

4. In comparison with other classes how much opportunity did the Experience Based Career Education class provide your daughter or son for learning about occupations?

Much Less		About the Same		Much More
1	2	3	4	5

5. What effect, if any, has the Experience Based Career Education class had on helping your son or daughter form career plans?

Definitely Bad		No Effect		Definitely Good
1	2	3	4	5

6. In comparison with past experiences in classes how motivated was your daughter or son to learn in the Experience Based Career Education class?

Much Less		About the Same		Much More
1	2	3	4	5

7. How often does your son or daughter talk to you about what occurs in classes other than Experience Based Career Education?

Almost Never				Almost Daily
1	2	3	4	5

8. How often does your son or daughter talk to you about what occurs in the Experience Based Career Education class?

Almost Never				Almost Daily
1	2	3	4	5

9. What do you think are the greatest strengths/weaknesses of the Experience Based Career Education class? (Check any of the following which are applicable.)

Strength		Weakness
☐	1. Organization of the program	☐
☐	2. Supervision of students on job/exploration sites	☐
☐	3. Alternative to a regular school class	☐
☐	4. Students develop decision-making skills	☐
☐	5. Students learn about a variety of careers	☐
☐	6. Students learn about "real life" situations	☐
☐	7. Way of getting students to learn	☐
☐	8. Experience in working with adults	☐
☐	9. Other (please write in) _____	☐

_____

10. What positive changes, if any, have you noticed in your son or daughter that might be a result of participation in the Experience Based Career Education class? (Check one or more.)

- ☐ 1. Greater maturity or self direction
- ☐ 2. Better able to relate to others
- ☐ 3. Greater self confidence
- ☐ 4. Clearer direction about his/her future
- ☐ 5. More interested in education
- ☐ 6. Better understanding of jobs
- ☐ 7. Improvement in basic skills
- ☐ 8. First-hand knowledge of demands in a "real world" situation
- ☐ 9. Working with other people
- ☐ 10. On-the-job skills
- ☐ 11. Self discipline
- ☐ 12. None
- ☐ 13. Other (Please write in.)_____

_____

11. What negative changes, if any, have you noticed in your son or daughter that might be a result of participation in the Experience Based Career Education class? (Check one or more.)

- ☐ 1. Less interested in education
- ☐ 2. Less interested in working
- ☐ 3. More critical of others
- ☐ 4. None
- ☐ 5. Other (Please write in.) _____

_____

APPENDIX D

Great Falls Public Schools
Great Falls, Montana

YOUR CAREER EXPLORATION GUIDE

Name_____ Date_____

What type of job are you exploring?_____

Company or Agency_____

Employer Instructor's Name_____
(The "Employer Instructor" is the person you observe working and who tells you about the job.)

INTERVIEW YOUR EMPLOYER INSTRUCTOR

Take notes as you conduct the interview and present the information in whatever form your instructor suggests.

1. Suggested Interview Topics

   A. Working conditions: hours, environment, fringe benefits, salary, advancement opportunities, legal issues, job interest and variety.

   B. Products and services offered: what the job site produces, how its activities relate to the rest of the organization.

   C. Specific job qualifications: legal (such as, age limits, need to be bonded, etc.), physical, psychological, prerequisite training and educational credentials.

2. Suggested Interview Questions

   A. What do you do during a typical day--the same things over and over, or something different?

   B. What type of dress is acceptable--that is, slacks, jeans, shirt and tie?

   C. How did you get started in this job?

   D. What are the special training, schooling, experience requirements?

   E. What are the opportunities for advancement?

   F. What is the estimated salary range?

   G. How long have you been on this job?

   H. How long have you been with this company?

   I. What previous jobs have you held?

   J. What do you like and dislike about your job?

LOOK AT JOB SITE REQUIREMENTS

1. Physical Requirements

   A. Here are some examples of physical requirements that might be particularly necessary for certain jobs:

Special height	Ability to sit long periods
Special weight	Driving ability
Adequate vision	Special voice qualities
Ability to distinguish colors	Special appearance
Physical strength	Ability to stand long periods
Ability to stoop long periods	Ability to lift weights over 50 pounds

   B. Look at the job you are exploring, list the physical requirements for it, and say whether you have them or not, or whether you think you could develop them. (Remember, you may find ones not listed above.)

Physical Requirement	I Have It	I Don't Have It

2. Training and Experience

   A. What are the educational and/or special training requirements of this job?

   B. What kinds and lengths of experience are required by this job?

3. Describe the Company or Agency Where Your Job Site Is Located

A. Does it provide a service for customers or the public? ☐ Yes ☐ No

B. Does it manufacture a product? ☐ Yes ☐ No

C. Does it sell a product or products? ☐ Yes ☐ No

D. Describe the service or product: _____

_____

_____

_____

_____

_____

_____

_____

4. Describe the Job You Are Exploring

A. What kinds of equipment and tools are used on this job?

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

B. What are some activities and work tasks typical of this job?

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

5. Describe the Site With Pictures and Words

A. Put photographs, drawings or cartoons in the boxes provided and below the pictures write descriptions of services, products, equipment or people that are in the pictures.

EXAMINE YOUR JOB INTERESTS AND APTITUDES

One way to match or mismatch yourself with a job is to compare the job with things you enjoy doing, are capable of doing or would like to learn. In the following activities, analyze the skills and tasks required by the job you are exploring and compare them with your own preferences and abilities.

	Give an example from the job site	Do you like to do this?	Can you do it?
Working With Things			
Precision Work	_____	_____	_____
Operating Equipment	_____	_____	_____
Handling Materials	_____	_____	_____
Working With Information			
Interpreting Facts	_____	_____	_____
Organizing and Using Information	_____	_____	_____
Copying, Sorting and Putting Things Together	_____	_____	_____
Working With Numbers or Words	_____	_____	_____
Working With People			
Counseling	_____	_____	_____
Discussing and bargaining	_____	_____	_____
Supervising	_____	_____	_____
Selling	_____	_____	_____
Teaching	_____	_____	_____

What do you consider to be the skills and aptitudes most necessary to performance of this job?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

List the skills and aptitudes you think you would have to learn in order to do this job, and suggest ways you think they could be learned (for example, on the job, college courses, company training programs, etc.).

Skills	Ways You Could Learn Them
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

What interests and aptitudes do you have that might not be exercised in performing this job?	Do you think you could satisfy these things outside the job?
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

THINK ABOUT VALUES OR PRINCIPLES

1. Before exploring the job, look at the values and principles listed below. Check those that are important to you and add others if you wish. Think about whether they might conflict with requirements of a job or might make a job especially desirable.

Personal Values	Social Values	Work Values
☐ independence	☐ human rights	☐ job security
☐ surroundings	☐ group rights	☐ wages and benefits
☐ loyalty	☐ equal opportunities	☐ competition
☐ self-satisfaction	☐ environment issues	☐ advancement
☐ leadership	☐ teamwork	☐ status
☐ appearance/grooming	☐ _____	☐ _____
☐ _____	☐ _____	☐ _____

2. After exploring the job, think again about personal, social and work values and answer the following questions.

   A. Personal Values

      1. Does your employer instructor work alone or with many people?

         _____

      2. Is the work area comfortable, safe and well-lighted? _____

         _____

      3. What are the special rules for appearance?_____

      4. Describe opportunities to show independence and leadership.

         _____

   B. Social Values

      1. Can workers of either sex work in this job? (If not, why not?)_____

      2. If you can, give an example of this company or agency's concern for protecting the environment_____

         _____

      3. Is there a procedure for workers to influence decision making? _____

C. Work Values

1. What wages are paid for a beginning worker in the job you explored?_____

2. Is there a union or bargaining group to represent workers?

_____

3. Is there a group insurance plan here?_____

4. What are the opportunities for promotion?_____

5. Does this company provide in-service training for employees?

_____

APPENDIX E

WHAT IS EXPERIENCE BASED CAREER EDUCATION?

EXPERIENCE BASED CAREER EDUCATION

is a new approach to secondary education. It has been developed by the National Institute of Education and four regional educational laboratories to help bridge the gap between the classroom and the community.

EBCE combines learning activities outside and within the school into a balanced, comprehensive program for secondary students. The community is analyzed for its potential as a learning resource. Student experiences in the community are then carefully planned, supervised and evaluated.

IF:

.....you would be willing to have a student visit you for a Career Exploration,

.....a student has contacted you about a Career Exploration and you have questions,

call

Great Falls Public Schools
Career Education Office
791-2185

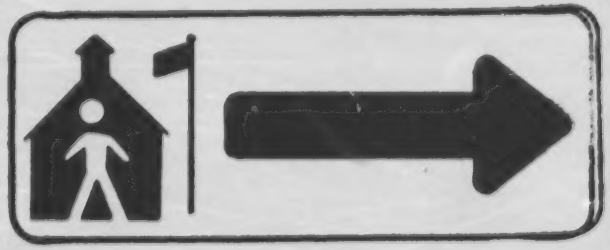
career education

EBCE

Experience Based Career Education

CAREER EXPLORATIONS

A BOLD NEW CONCEPT
for
SECONDARY STUDENTS



WHY CAREER EXPLORATION?

All too often, a student's choice of occupation is based on hearsay, faulty understanding of the job, or outdated information. It is our belief that the student can gain a much more complete and accurate picture by actually participating in various occupations.

The career exploration program is designed to give the students an "on site" view of an occupation to help in their quest for a suitable career.

STUDENTS NEED TO EXPLORE:

1. Advantages and disadvantages of the job.
2. Sights and sounds of the work site.
3. Working conditions: hours, benefits, salary, advancement opportunities.
4. Job qualifications: legal (age limits, bonding, etc.), physical qualifications, training, license or credentials, personality characteristics.
5. Their personal, social, and work values in relation to various careers.

THE SCHOOL WILL:

1. Arrange for transportation for the student.
2. Provide insurance coverage for students while at the exploration site.
3. Provide an orientation for students before they go on explorations.
4. Provide in-school discussions and activities to follow-up the exploration.
5. Work with the employer to organize a meaningful exploration experience for the student.

THE COMMUNITY CAN HELP BY:

1. Providing students with an opportunity to explore.
2. Giving the students a realistic view of the job.
3. Encouraging students to discuss their exploration experience.
4. Providing an organized pattern for the student's exploration.

the WE/CEP program is

designed

for students who

- o are interested in exploring careers
- o are ready to experience the real world of work
- o need the challenge of a job to motivate them

WE/CEP is designed as a pre-vocational program for ninth grade students allowing them to experience the real world of work. Some of the students who will enter WE/CEP are seeking an alternative to the regular school program. They will use WE/CEP as a stepping stone to a career choice and to identify the education needed to prepare them for job-entry.

designed

to

- o develop positive attitudes
- o teach good work habits
- o develop personal qualities

WE/CEP gives students an opportunity to learn how to set goals and work toward the achievement of these goals. The goal of the program is to help the students experience success. This experience comes from developing and using the personal qualities, attitudes, and work habits needed to become successful on the job.

WE/CEP STAFF

East Junior High School

Coordinator	Rudy Preite
Principal	Edward Mattix
Consultant Career Education	Chuck Strand

career education

EBCE

EXPERIENCE BASED CAREER EDUCATION

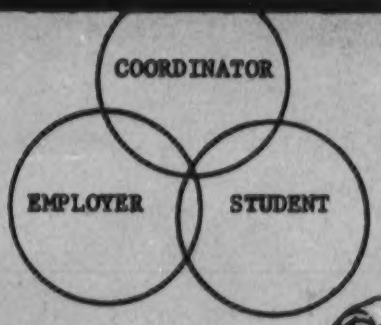
WE/CEP

introducing the 9th grade work experience/ career exploration program

A cooperative educational--employment opportunity with School District Number 1 and employers in Great Falls.

ABOUT THE WE/CEP TEAM

This program uniquely combines three groups of people--the employer, the WE/CEP coordinator, and the student. While the program exists exclusively for the student, each member of the team is important if the program is to function effectively. Each member of the team has certain responsibilities to make the total program operate.



the student

The program exists for the student--to help him to function effectively in the world of work and to strengthen our society. He agrees to:

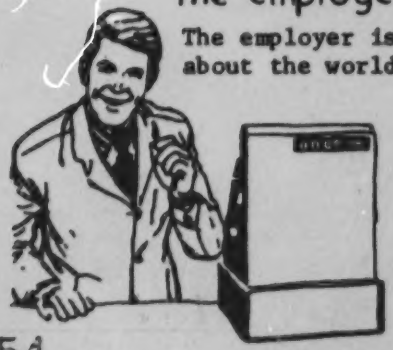
1. Learn to assume responsibility.
2. Acquire good work habits.
3. Develop a sense of commitment to both his occupation and his education.
4. Work to understand the relationship between his education and job success.

the coordinator

Each coordinator works with 10 to 15 students. As part of the team, the coordinator:

1. Conducts an employability skills seminar to assist the student in making the transition from school to work.
2. Visits each student and the supervisory employer at the job site.
3. Maintains contact with the student's academic teachers.
4. Drafts an agreement between the employer and the student to be signed by the parent.
5. Coordinates and supervises all educational aspects of the program.

the employer



The employer is a key member of the WE/CEP team. It is vital that each student learn about the world of work and his responsibilities to do a good job for the employer. In order for the student to be effective on the job, each employer has responsibilities. These include:

1. Orient the student to his work experience station.
2. Assist the teacher-coordinator in determining the necessary pre-employment skills and knowledges for each station.
3. Notify the teacher-coordinator immediately of any problems if and when they arise.
4. Encourage the student to ask questions to clarify duties and instructions and to avoid mistakes.
5. Teach the student safety practices along with specific skills.
6. Prepare or respond to periodic evaluations of the student's progress.

DE

DISTRIBUTIVE EDUCATION

For Further Information Contact
Your Local
Distributive Education
Teacher-Coordinator

DE

STUDENT

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

ADVISOR

EMPLOYER

WHAT IS DISTRIBUTIVE EDUCATION

Distributive Education is a program of instruction in Marketing, Management and Merchandising. It is primarily designed for people who want to further their education in the field of Marketing and Distribution.

Students enrolled in Distributive Education attend classes in the morning and work in the afternoon. The classes and work are geared to instructional standards of educating the student in Marketing and Distribution.

THE EMPLOYER'S ROLE

As an employer in a business establishment you can help to further the students education through aiding them with on-the-job training. We take great pride in our students and feel we have a lot to offer you in them as part-time student learners.

WHAT ARE THE BENEFITS TO YOU AS A D.E. EMPLOYER?

As an employer of a student-learner you will

1. Receive the help of a professional teacher in the training of your D E employees.

2. You will have more enthusiasm from your part-time student-learner because of a career interest in the job.

3. Your public image will be enhanced as a result of participating in this program.

The benefits mentioned are just a few of the many.

YOUR RESPONSIBILITIES AS AN EMPLOYER

As an employer of a Distributive Education student, it is your responsibility to work with the teacher-coordinator for the education of the student-learner. It is your responsibility to give the student the same status as other part-time employees in matters of wages, social security, insurance and labor laws.

THE STUDENT

Each student who enters the Distributive Education Program goes through a thorough screening process. It is this reason which makes us confident in the students we send to you. They are interested, ambitious, and eager to learn. We extend a challenge to you to see if what is said is true.

Won't you accept?

DECA

Distributive Education Clubs of America, known as DECA, identifies a program of youth activities relating to DE, and is designed to develop future leaders for marketing and distribution.

DECA encourages group participation, leadership development and career study and is recognized as a vital part of the total distributive education program.

A DECA chapter contributes to a school's purpose of preparing well-adjusted citizens for its community. DECA members learn to serve as leaders and followers and to find opportunity for state and national recognition – through the state and national DECA organization.

FFA — Agribusiness Club

Leadership **Citizenship**

Cooperation

Future Farmers of America
America's largest school related youth organization
Over 500,000 members strong!

FFA activities are interrelated
to the classroom and cooperative training experience

You Can Help!

1. Provide training stations
2. Donate resources - equipment, FFA awards, plants, books, etc.
3. Field trips or speakers

Contact Your Local Agribusiness Department NOW!

Great Falls High School
791-2168

C.M. Russell High School
791-2384

This is Great Falls'

AGRICULTURAL COOPERATIVE TRAINING

Striving to fulfill
Employment needs in
Agriculture — Agribusiness

What Are Your Employment Needs?

What type of Agricultural Student Employee Are You Looking For?

1. Competent
2. Agressive
3. Resourceful
4. Reliable
5. Willing to Learn
6. Hard Working

Other Student Requirements:

1. Seniors with an acceptable agricultural goal.
2. Interview with Vo Ag Instructor and formal application.
3. One-half day open for work experience during the school year.
4. One period per day ACT classroom to supplement the job experience.
5. Time and accomplishments will be recorded with the teacher coordinator.
6. Teacher coordinator will visit students on the job.

What Type of Agricultural Employer Are You Looking For?

1. Students need all types of experience and training.
2. Students will analyze their goals to find which agricultural areas will help them most: There are seven agricultural career areas
3. Students average 15 hours per week
4. Reasonable pay - at legal minimum
5. Real - meaningful work experience

A. Crop and Livestock production

B. Agricultural Mechanics and Engineering

C. Agricultural Supplies, Services & Sales

D. Processing of Agricultural products

E. Forestry

F. Horticulture

G. Soil, Water and Wildlife

THE CAREER EDUCATION DEPARTMENT

GREAT FALLS PUBLIC SCHOOLS

PRESENTS THIS AWARD TO

_____

IN RECOGNITION FOR PARTICIPATION IN THE EXPERIENCE BASED CAREER EDUCATION PROGRAM

Your interest and your cooperation have provided students with the opportunity to learn about careers, about life, about other people and about themselves.

_____ _____

Dr. Harold Wenaas
Superintendent, Great Falls Public Schools

Frances Jackson
Director, Career Education

APPENDIX F

DESCRIPTION OF WECEP

Purpose

The program is designed to provide a carefully planned work experience and career exploration program for 14- and 15-year-old youth who can benefit from a career oriented educational program designed especially to meet the participants' needs, interests, and abilities. The program is aimed specifically at helping youth to become motivated toward education and to prepare for the world of work.

Background

Educators have expressed concern for those students who develop a feeling of frustration or failure in academic achievement and wait for their 16th birthdays to occur in order that they may quit school. In this connection, educators in several states, in cooperation with the Wage and Hour Division, have developed a program which would permit youngsters 14 and 15 years of age to explore career possiblities while they accumulate credits toward graduation. The legislation was prompted by a vast amount of educational research which indicated that in order to help school alienated or disoriented youth see purpose and value in education it must include school supervised work experience and training and exposure to real jobs and careers as a vital core of the educational program.

Evaluation

The proposal in the Federal Register from the Department of Labor to continue WECEP on a permanent basis brought a total of 504 responses. The overwhelming majority--all but 7--were in favor of the proposal. These responses emphasized the beneficial character of the program during its experimental phase. It was pointed out that there was an increase in the desire to learn and an improved educational performance by WECEP participants, which was evidenced by improvement in grade point average, fewer absences from school, and reduced tardiness. It was also indicated that participation in the program resulted in greater self confidence, an increased sense of responsibility, and aided the maturation process.

Amended Child Labor Regulation Permits Student Participation

Enrollees in approved work experience and career exploration programs may be employed as many as 23 hours during any week when school is in session and as many as 3 hours on a school day. (HOURS)

Under no circumstances may program enrollees be employed in mining or manufacturing occupations or occupations that have been declared hazardous for the employment of 16- and 17-year-olds or agricultural occupations declared hazardous for youngsters under 16. (OCCUPATIONS)

Requisites For Program Participation

Any state educational agency that is interested in participating in the program may file a letter of application with the Administrator of the Wage and Hour Division for approval. Local educational agencies (school districts) submit applications to the Superintendent of Public Instruction for approval of programs. (APPROVAL)

Students in the program should be 14 or 15 years of age and identified by local school personnel as able to benefit from the program. (ADMISSION)

Students should receive school credits for both in-school related instruction and on-the-job experience. (CREDITS)

Each program unit should contain approximately 12 to 25 students to one teacher-coordinator. (Montana regulation - maximum of 20.) (SIZE)

There should be regularly scheduled classroom periods of instruction devoted to job-related/employability skill instruction, and time must be allotted for required classroom instruction in those subjects necessary for graduation under the state's standards. (TIME SCHEDULE)

Each program unit should be under the supervision of a teacher-coordinator who would generally supervise the program, and coordinate the work and education aspects of the program, and make regularly scheduled visits to the work stations. (TEACHER COORDINATOR)

There should be no participation in the program until a training agreement has been signed by the teacher-coordinator, the employer, and the student and approved by the student's parents. (WRITTEN TRAINING AGREEMENT; ADMINISTRATION)

Students should be paid the applicable minimum wage rate. (WAGES)

The program has been constructed so as to provide students with an opportunity to advance academically as well as to grant them exposure to a wide range of career possibilities. Flexibility in the curriculum provides for entrances and exits. An enrollee will be able to pursue higher academic training; will be able to go into a vocational skill program; or will be better equipped for the world of work. The program's aim is toward development of vocational skill attitudes rather than training in a particular vocation. (FLEXIBILITY)

Transportation to and from the work site is the responsibility of the parents, the guardian and/or the student. (TRANSPORTATION)

There shall be no participation in the program until the parent/guardian permission slip has been signed. (PARENT PERMISSION)

STUDENT APPLICATION

Student_____ Date_____

Age_____ Birthdate_____ Grade Level_____

School Counselor_____

Address_____ Telephone_____

_____ _____

City State Zip Code

In Emergency, Contact_____ Telephone_____

Parent(s) or Guardian(s)_____

Parent(s)'s or Guardian(s)'s Occupation(s)_____

_____

Describe briefly your reasons for wishing to be in WECEP:

PARENT/GUARDIAN PERMISSION

Date_____

I have discussed the WECEP Program with_____
and grant permission for his/her full participation. I understand that transportation to and from the work site is the responsibility of the parents/guardians and/or the student.

_____
Parent/Guardian Signature

_____
Student Signature

For School Use Only

___ Accepted ___ Conditional ___ Not Accepted

Comments:

STUDENT ACCOUNTABILITY SYSTEM

The Student Accountability System is a set of standards and expectations for student behavior and performance. It also identifies a sequence of conferences to be followed when an individual student action conflicts with an accountability standard. Through these conferences courses of action are negotiated that accommodate the rights and responsibilities of both the student and the program.

WECEP Approach

Program policies for student accountability should address both behavioral issues and performance of required learning activities. Three key ingredients make up WECEP's approach to performance and behavioral accountability:

1. Standards are clearly defined and reflect general community expectations for adult behavior and incorporate specific program requirements for student learning progress.

2. Responses by program adults follow a consistent pattern of conferences between the student and any adults impacted by the accountability issue.

3. Consequences are negotiated through these conferences with the student so that the student's subsequent actions follow naturally upon the standard in question and are oriented positively toward resolving whatever conflict the student had with that standard.

Accountability standards, procedures and possible consequences should be summarized and given to students, staff, parents and community adults participating in the program.

Accountability Standards

You cannot expect to describe in advance precisely the kinds of behavior students should exhibit in the program. Rather, students should be made generally aware of the following considerations:

1. While in WECEP they are responsible for following through on their individual learning plans; their personal conduct will therefore impact their learning progress to a considerable degree.

2. Much of their learning will take place in the community where adults will expect them to act in a manner suitable to their particular surroundings.

3. A major WECEP goal is for students to increase their abilities to make and act on choices and to accept responsibility for the results of those choices; the accountability system is an important way of implementing that goal.

What Is Expected

1. Obeying the law while in the program
2. Appropriate conduct while representing WECEP
3. High level of cooperation with employers/staff/students
4. Being educationally productive
5. Maintaining employer sites
6. Submitting journals
7. Turning in Time Reports
8. Signing in/out appropriately
9. Keeping appointments
10. Providing his or her transportation to and from the work site.
11. Showing care for facility and equipment

Who Gets Involved

1. Parents
2. Employer
3. Teacher-coordinator
4. Classroom Teachers
5. Counselor
6. Program administrator

What Happens

When there is evidence that a student is doing less than satisfactorily in any of these areas, a conference will take place with the student to clarify concerns. It is during this meeting that appropriate natural consequences must be put in writing. By "natural consequences" we mean that courses of action should be negotiated that logically address or relate to the students' behavior and are not imposed arbitrarily.

If improvement has not occurred after an established period of time, a conference will be held with parents/staff/student to reach new agreements.

Failure to improve in meeting responsibilities calls for an immediate conference involving parents/staff/student and the program administrator.

Types of penalties

1. Make up work
2. Loss of credit
3. Loss of employer site
4. Probationary period
5. Dismissal from program

December 15, 1976

TO: _____

RE: WE/CEP

At the beginning of the second semester, we are planning to implement a Work Experience Career Exploration Program here at East. This is a federally funded program designed to provide carefully planned work experience and career exploration for a limited number of our 14- and 15-year-old students.

The program will be constructed to provide students with an opportunity to advance academically as well as expose them to a number of career possibilities. Students who participate in the program at various job sites in the city will also continue taking the required school subjects needed for graduation.

Due to the large number of students who have applied for WE/CEP, I must ask for your assistance in the screening process by taking a few minutes to complete the attached form.

Please return the form to me by Tuesday, December 21. Your cooperation is appreciated.

Thank you.

Rudy Preite

Great Falls Public Schools
Great Falls, Montana

WORK EXPERIENCE/CAREER EXPLORATION TRAINING AGREEMENT

Student's Name_____

School_____ Birthdate_____ Age_____

Student's Address_____ Telephone_____

Employer's Name_____ Telephone_____

Training Station_____ Training Address_____

Appr. Dates of Training: From_____, 19___ to_____, 19___

Average Number of Hours Worked Per Week_____ Rate of Pay_____ per___

Brief Description of Student's On-The-Job Duties_____

_____

_____

_____ _____
Student Employer

_____ _____
Parent/Guardian Coordinator

PLEASE READ RESPONSIBILITIES AND SIGN

Responsibilities of the Student

1. The student will keep regular attendance, both in school and on the job, and cannot work on any school day that he/she fails to attend school unless cleared by the coordinator one day in advance. He/She will notify the school and his/her employer if he/she is unable to report.
2. The student will show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, and a willingness to learn.
3. The student will consult the teacher-coordinator about any difficulties arising at the work experience station.
4. The student will conform to the rules and regulations of the work experience station.
5. The student will furnish the teacher-coordinator with all necessary information and complete all necessary reports.

Responsibilities of the Parent(s)/Guardian(s)

1. The parent(s)/guardian(s) will encourage the student to effectively carry out his/her duties and responsibilities.
2. The parent(s)/guardian(s) will share the responsibility for the conduct of the student while in the program.
3. The parent(s)/guardian(s) will be responsible for the safety and conduct of the student, while he/she is traveling to and from the school, the work experience station and home.

Responsibilities of the Training Sponsor

1. The training sponsor will adhere to all federal and state regulations regarding employment such as the Fair Labor Standards Act, the Occupational Safety and Health Act, nondiscrimination, child labor laws, and any other applicable regulations.
2. The training sponsor will attempt to provide the student with work experience that will continuously contribute to his/her occupational and career objective.
3. The training sponsor will consult the teacher-coordinator about any difficulties arising at the training station.
4. The training sponsor will assist in the evaluation of the student and program.
5. The training sponsor will provide time for consultation with the teacher-coordinator concerning the student.
6. The training sponsor will provide instructional material and occupational guidance for the student as needed and available.

Responsibilities of the School

1. The school administration will employ and retain a qualified teacher-coordinator.
2. The school administration will allow the teacher-coordinator sufficient time to provide the related instruction and to carry on necessary coordination activities.

Responsibilities of the Teacher-Coordinator

1. The teacher-coordinator will coordinate related classroom instruction and on-the-job training to improve job performance and to better prepare the student for his/her occupational career objective.
2. The teacher-coordinator will see that the necessary related classroom instruction is provided.
3. The teacher-coordinator will make periodic visits as necessary to the work experience station to observe the student and consult with the employer and training sponsor.
4. The teacher-coordinator will assist in the evaluation of the student.

This agreement may be terminated by mutual consent of the training sponsor and the teacher-coordinator.

Great Falls Public Schools
Great Falls, Montana

WORK EXPERIENCE/CAREER EDUCATION PROGRAM

Learning Site Analysis Form

Business/Agency _____ Department/Position _____

Address/Phone _____ Employer _____

Staff Member _____ Date _____

Brief job description _____

_____

PHYSICAL REQUIREMENTS

Please check or enter descriptions of those requirements that apply to the site:

____ Heavy lifting _____

____ Carrying _____

____ Stooping _____

____ Standing long periods _____

____ Sitting long periods _____

____ Special voice qualities _____

____ Tolerance for noise _____

____ Special appearance _____

____ Tolerance for odors _____

Please list any other special physical requirements _____

_____

CLOTHING, EQUIPMENT REQUIREMENTS

____ Coveralls ____ Rain, Foul weather gear

____ Uniform _____

____ OTHER _____

SAFETY CONDITIONS

Please describe special safety restraints or conditions as designated by the employer or contracts and agreements:

Great Falls Public Schools
Great Falls, Montana

TOOLS, MATERIALS AND LEARNING RESOURCES
AVAILABLE FOR STUDENT USE AT THE SITE

Tools unique to this job:

Precision instruments:

Work samples and materials:

Heavy equipment:

Office machines (typewriters, calculators, adding machines, etc.):

Audiovisual materials (films, tapes, slides, video tapes) and equipment (projectors, recorders, cameras) the student might use:

Special classes the student might be able to take:

Great Falls Public Schools
Great Falls, Montana

READING MATERIALS CHECKLIST

Which of these are available to students at your site?

- ☐ Job application forms
- ☐ Notices and signs on job site
- ☐ Forms (order forms, invoices)
- ☐ Catalogues
- ☐ Brochures or printed advertising
- ☐ Manuals and written instructions
- ☐ Schedules or lists
- ☐ Account statements
- ☐ Letters, memos, notes (a sampling)
- ☐ Reports, pamphlets, or articles in publication
- ☐ Telephone lists or lists of extensions
- ☐ Address lists
- ☐ Labels or writing on packages
- ☐ Union contracts
- ☐ Personnel tests regularly administered
- ☐ Any other specific work-related materials
- ☐ List others

_____

_____

_____

Using the list above as a reference, select <u>three</u> pieces of written material you feel must be read in order to do the job satisfactorily.

_____

_____

_____

Great Falls Public Schools
Great Falls, Montana

SPECIAL VOCABULARY

List any special vocabulary a person needs in order to perform this job. When the student arrives at your site, it will be his/her responsibility to find the meanings of the terms.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

STUDENT CAREER JOURNAL

NINTH GRADE

WORK EXPERIENCE

CAREER EXPLORATION

PROGRAM

(WE/CEP)

R. J. PREITE, COORDINATOR

EAST JUNIOR HIGH SCHOOL

STUDENT'S NAME _____

JOB SITE _____

ADDRESS/PHONE _____

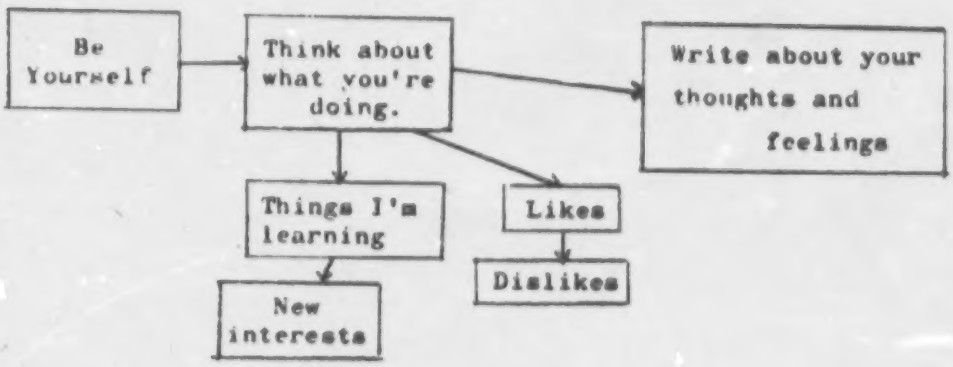
EMPLOYER OR SUPERVISOR'S NAME _____

DATE _____

JOB SITE_____

DATE_____ TIME_____

THOUGHTS ABOUT WORK



WE/CEP

STUDENT EVALUATION CRITERIA

STUDENT_____ GRADE____ AGE____

PLACE A CHECK MARK IN THE APPROPRIATE COLUMN.

	VERY GOOD	GOOD	FAIR	POOR
ATTENDANCE				
ATTITUDE				
PUNCTUALITY				
GRADES				
RESPONSIBILITY work habits, assignments completed, projects on time, etc.,				
CITIZENSHIP				

WOULD YOU RECOMMEND THIS STUDENT FOR PARTICIPATION IN WE/CEP? YES____ NO____

COMMENTS:

TEACHER_____ SUBJECT_____

WEEKLY TIME REPORT

Student _____

Week of _____

Site _____

Employer _____

Department _____

TIME

	From	To	Hours
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
		TOTAL	

Each day must be filled in.

Turn this slip in to your teacher-coordinator each week.

Verified by _____

Employer

STUDENT PERFORMANCE REVIEW

Student _____ Date _____

Employer _____

Site _____

	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
ATTENDANCE/PUNCTUALITY						
Reports to employer site on time						
Adheres to established schedule						

Comment

ATTITUDE						
Understands and accepts responsibility						
Observes employer's rules						
Shows interest and enthusiasm						
Courteous, cooperative						
Good team worker						
Judgment						
Poise, self-confidence						
Demonstrates appropriate dress/grooming						
Concerned for equipment/property						

Comment

LEARNING PROCESS						
Uses initiative, seeks opportunities to learn						
Learning growth						
Quality of assigned projects						
Asks questions of appropriate person						
Uses employer site learning resources						

Comment

PERFORMANCE						
Begins assigned tasks promptly						
Seeks feedback concerning performance						
Accepts feedback information						
Uses criticism constructively						
Completes tasks assigned						
Progressively requires less supervision						

Comment

_____

ADDITIONAL COMMENTS

_____

Signed

STUDENT EVALUATION OF LEARNING SITE

Student _____ Date _____

Employer _____

Site _____

EMPLOYER DEMONSTRATES AN UNDERSTANDING OF HIS/HER ROLE BY:	Yes	No	Does not apply
Providing orientation to the company			
Making introductions to other people			
Orienting to facilities			
Clarifying expectations of dress/grooming			
Defining rules and punctuality			

Comment

EMPLOYER PROVIDES A PRODUCTIVE LEARNING ENVIRONMENT BY:			
Being interested in development of student and program			
Being willing to take time to help			
Encouraging independent work on assigned tasks			
Understanding why student is there			
Giving feedback on performance			
Encouraging new and meaningful experiences			
Supplying company information and materials			

Comment

ARE YOU:			
Satisfied with your present learning site?			
Gaining valuable learning experiences?			
Clear on your performance review?			

Comment

ADDITIONAL COMMENTS

_____

Signed

SKILL DEVELOPMENT RECORD

Student _____ Site _____

Directions:

1. Ask your employer to take a few minutes to discuss with you the skills you will be acquiring at the site. List them here and note target dates for completion.
2. Ask you employer how well you should be able to do each task. For example:
   A. Number of units per (hours, day, minute)
   B. Percent of accuracy required
   C. Able to initiate and complete without supervision
3. Have your employer note the extent of your participation:
   A. You have observed the task
   B. You have practiced the task
   C. You have acquired the task
4. When you think you can do a task as well as your employer says you should, have him/her check you on the task and fill in the last two columns.

Tasks/Skills	Extent of Participation	Target Date	Completed	Employer's Initial

APPENDIX G

FOOD SERVICES

Program Description

1. With the combination of classroom activities and cooperative training stations, the student would be trained for entry level occupations in the Food Services area of the Recreation and Hospitality cluster. Examples of training in occupations that a student could receive are:

   a. Waitress/waiter

   b. Fry cook

   c. Cook's helper

   d. Salad maker

   e. Baker

   f. Sandwich maker

   g. Hostess/host

   h. Elementary managerial phase

   Program objectives are as follows:

   a. For the student, with the assistance of the instructor, to acquire basic knowledge and specialized skills pertaining to institutional food preparation.

   b. Given practical application, demonstration and practice labs, the student will be able to interview correctly for jobs with proper etiquette, good grooming and confidence.

   c. Given the foods lab, basic equipment and directions, the student will gain experience in large quantity food preparation, learn a variety of cooking methods and performance procedures and have experience in operating large types of equipment.

   d. The student will have been exposed to the world of work in discussing, listening to speakers, practice writings, and experience in filling out tax forms, looking up social security deductions, keeping basic bookkeeping records for their own bank accounts and savings.

   e. The student will be exposed to safety practices in operating institutional equipment. The student will be aware of the importance of safety in work performance and the responsibility and use of tools and equipment.

f. The student should be able to apply principles of time, money and energy management to the production of foods including purchasing and storing supplies and equipment, record keeping, meal planning, and serving practices.

g. The student, given various sizes and shapes of tables (booth, oval, round, rectangular) will be able to practice table setting and taking orders for restaurant use.

h. Given basic food service training and work experience, the student should be able to develop qualities of leadership and community responsibility.

i. For the student to become aware of careers in food service and the possibilities for advancement in the industry.

2. The duration of the Food Services program will be one school year, or 36 weeks. Of this, there will be five hours of classroom work per week and fifteen to twenty hours of work experience per week.

CHILD DEVELOPMENT

Program Description

1. HEO Exploring Childhood will prepare the student through his intern work experience for entry level employment in day care centers throughout the country upon graduation. The student will be experienced in all forms of child care services and, therefore, will be able to be a day care center aide, a day care center manager or possibly even a day care center operator with further training and a facility to license. The student may also elect to use this course as a starting point for further education at the university level in the child development field which could lead to an enormous assortment of occupations which involve children (for example: elementary school teacher, children's clothing store employee/ operator, etc.). The student may also be better prepared for parenting his own children if this is in his future.

2. Program objectives for HEO Exploring Childhood are as follows:

   a. The student will examine and be familiar with child care services available in the Great Falls area through guest speakers from each type of service and field trips to sites when applicable.

   b. The student will demonstrate an understanding, while working, of the characteristics needed to work successfully in the vocation of child care which will be measured by teacher evaluation occuring periodically throughout the year.

   c. The student will demonstrate skills in interviewing for a job through role playing situations of job interviews, grooming, speaking, and general interview manners.

   d. The student will have practice at wage earning skills such as filling out W-4 forms, income tax, financial handling of money, insurance, consumer buying through related classroom activities, and specific guest speakers.

   e. The student will develop skills in recognizing developmental tasks; needs; behavior patterns; needed discipline, foods, and clothing for children through classroom study and field work experience.

   f. The student will plan, organize and evaluate a play activity of his choice for young children and demonstrate his chosen activity to the class before utilizing it in the day care center.

g. The student will develop the ability to select good books for children and use them for effective story telling by preparing a lesson for the class in this area.

h. The student will correctly choose a variety of music to develop appreciation and a musical ability in children after his classroom experimentation.

i. The student will also acquire skills on parenting by analyzing and determining responsibilities of parents through his experiences with the young children and classroom effectiveness training.

j. The student will become aware of the state and local requirements for operating a day care center through attendance at least three times during the year of training sessions for day care operators.

k. The student will receive a certificate of course completion after successfully completing the above skills with at least a C grade point average in the course which will certify that the student is ready for entry level employment in child care services.